# Table of Contents

About the University of Oregon .......................................................... 3
Reader's Guide to the Catalog ............................................................ 4
From Admission to Graduation .......................................................... 10
   Admissions ................................................................................ 10
   Registration and Academic Policies ............................................ 17
   Bachelor's Degree Requirements .............................................. 22
   Tuition and Fees .................................................................... 25
   Student Financial Aid and Scholarships .................................. 28
   Academic and Career Planning ............................................... 36
Majors ............................................................................................ 38
Minors ............................................................................................ 39
Graduate Majors and Specializations ............................................. 40
Certificates ................................................................................ 41
General-Education Courses ............................................................ 42
College of Arts and Sciences .......................................................... 54
   African Studies ..................................................................... 55
   American English Institute .................................................... 58
   Anthropology ........................................................................ 61
   Asian Studies ....................................................................... 73
   Biology .................................................................................. 78
   Chemistry and Biochemistry .............................................. 99
   Cinema Studies ..................................................................... 121
   Classics ................................................................................ 125
   Comparative Literature ....................................................... 138
   Computer and Information Science .................................... 147
   Creative Writing .................................................................... 163
   Earth Sciences ...................................................................... 165
   East Asian Languages and Literatures ................................... 184
   Economics .............................................................................. 208
   English ................................................................................ 221
   Environmental Studies ........................................................ 234
   Ethnic Studies ....................................................................... 247
   European Studies ................................................................... 254
Folklore .......................................................................................... 255
General Science ........................................................................ 263
General Social Science ................................................................ 268
Geography .................................................................................. 270
German and Scandinavian ......................................................... 285
German Studies ....................................................................... 295
History ........................................................................................ 296
Humanities .................................................................................. 309
Human Physiology .................................................................. 311
International Studies ................................................................. 321
Judaic Studies ........................................................................... 342
Latin American Studies .............................................................. 346
Linguistics .................................................................................. 349
Mathematics ............................................................................. 360
Mathematics and Computer Science ....................................... 382
Medieval Studies ....................................................................... 397
Middle East–North Africa Studies ............................................... 400
Native American Studies ............................................................ 402
Neuroscience ............................................................................. 403
Pacific Island Studies ................................................................. 404
Peace Studies ............................................................................ 405
Philosophy .................................................................................. 406
Physics ....................................................................................... 414
Political Science ......................................................................... 436
Psychology .................................................................................. 446
Religious Studies ....................................................................... 458
Romance Languages .................................................................. 466
Russian, East European, and Eurasian Studies ......................... 486
Scandinavian Studies .................................................................. 493
Sociology .................................................................................... 493
Southeast Asian Studies ............................................................. 502
Statistics ..................................................................................... 503
Theater Arts ................................................................................ 503
Women's, Gender, and Sexuality Studies .................................. 510
Robert Donald Clark Honors College .............................................. 517
Charles H. Lundquist College of Business ................................... 526
   Accounting ........................................................................... 533
   Finance ................................................................................ 542
   Management .......................................................................... 554
   Marketing ............................................................................... 564
   Operations and Business Analytics .................................... 573
College of Design ......................................................................... 582
   Architecture ........................................................................... 584
   Art ........................................................................................ 598
   Arts and Administration ...................................................... 621
   Historic Preservation .......................................................... 626
   History of Art and Architecture .......................................... 630
   Interior Architecture ................................................................ 636
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Architecture</td>
<td>645</td>
</tr>
<tr>
<td>Museum Studies</td>
<td>856</td>
</tr>
<tr>
<td>New Media and Culture</td>
<td>856</td>
</tr>
<tr>
<td>Planning, Public Policy and Management</td>
<td>856</td>
</tr>
<tr>
<td>Product Design</td>
<td>672</td>
</tr>
<tr>
<td>College of Education</td>
<td>679</td>
</tr>
<tr>
<td>Counseling Psychology and Human Services</td>
<td>684</td>
</tr>
<tr>
<td>Educational Methodology, Policy, and Leadership</td>
<td>700</td>
</tr>
<tr>
<td>Education Studies</td>
<td>705</td>
</tr>
<tr>
<td>Special Education and Clinical Sciences</td>
<td>716</td>
</tr>
<tr>
<td>School of Journalism and Communication</td>
<td>732</td>
</tr>
<tr>
<td>Communication Ethics</td>
<td>735</td>
</tr>
<tr>
<td>Journalism</td>
<td>736</td>
</tr>
<tr>
<td>Journalism: Advertising</td>
<td>749</td>
</tr>
<tr>
<td>Journalism: Media Studies</td>
<td>759</td>
</tr>
<tr>
<td>Journalism: Public Relations</td>
<td>768</td>
</tr>
<tr>
<td>Media Studies</td>
<td>777</td>
</tr>
<tr>
<td>Strategic Communication</td>
<td>785</td>
</tr>
<tr>
<td>Minor in Media Studies</td>
<td>792</td>
</tr>
<tr>
<td>School of Law</td>
<td>793</td>
</tr>
<tr>
<td>School of Music and Dance</td>
<td>808</td>
</tr>
<tr>
<td>Dance</td>
<td>808</td>
</tr>
<tr>
<td>Music</td>
<td>819</td>
</tr>
<tr>
<td>Graduate School</td>
<td>890</td>
</tr>
<tr>
<td>Research Centers and Institutes</td>
<td>904</td>
</tr>
<tr>
<td>Research Core Facilities</td>
<td>906</td>
</tr>
<tr>
<td>Bachelor's Degree Requirements</td>
<td>907</td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>911</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>912</td>
</tr>
<tr>
<td>Accessible Education Center</td>
<td>914</td>
</tr>
<tr>
<td>First-Year Programs</td>
<td>915</td>
</tr>
<tr>
<td>Honors and Awards</td>
<td>915</td>
</tr>
<tr>
<td>University Teaching and Learning Center</td>
<td>919</td>
</tr>
<tr>
<td>Supplementary Academic Programming</td>
<td>920</td>
</tr>
<tr>
<td>Academic Extension</td>
<td>920</td>
</tr>
<tr>
<td>Military Science</td>
<td>921</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>923</td>
</tr>
<tr>
<td>Academic Resources</td>
<td>923</td>
</tr>
<tr>
<td>Information Services</td>
<td>923</td>
</tr>
<tr>
<td>Labor Education and Research Center</td>
<td>924</td>
</tr>
<tr>
<td>Libraries</td>
<td>925</td>
</tr>
<tr>
<td>Multicultural Academic Excellence</td>
<td>928</td>
</tr>
<tr>
<td>Museums</td>
<td>929</td>
</tr>
<tr>
<td>ROTC</td>
<td>930</td>
</tr>
<tr>
<td>University of Oregon in Portland</td>
<td>931</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>933</td>
</tr>
<tr>
<td>Affirmative Action and Equal Opportunity</td>
<td>933</td>
</tr>
<tr>
<td>ASUO</td>
<td>933</td>
</tr>
<tr>
<td>Career Center</td>
<td>934</td>
</tr>
<tr>
<td>Counseling and Testing</td>
<td>935</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>935</td>
</tr>
<tr>
<td>The Duck Store</td>
<td>936</td>
</tr>
<tr>
<td>Erb Memorial Union</td>
<td>937</td>
</tr>
<tr>
<td>Health Services</td>
<td>938</td>
</tr>
<tr>
<td>Holden Center</td>
<td>939</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>939</td>
</tr>
<tr>
<td>International Student and Scholar Services</td>
<td>940</td>
</tr>
<tr>
<td>Mills International Center</td>
<td>941</td>
</tr>
<tr>
<td>Orientation</td>
<td>941</td>
</tr>
<tr>
<td>Parent and Family Programs</td>
<td>941</td>
</tr>
<tr>
<td>Parking and Transportation</td>
<td>941</td>
</tr>
<tr>
<td>Physical Education and Recreation</td>
<td>941</td>
</tr>
<tr>
<td>Police Department</td>
<td>942</td>
</tr>
<tr>
<td>Special Services</td>
<td>943</td>
</tr>
<tr>
<td>Student Alumni Association</td>
<td>944</td>
</tr>
<tr>
<td>Student Housing</td>
<td>944</td>
</tr>
<tr>
<td>Work-Life Resources</td>
<td>945</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>946</td>
</tr>
<tr>
<td>Index</td>
<td>947</td>
</tr>
</tbody>
</table>
About the University of Oregon

Mission Statement

Serving the state, the nation, and the world since 1876.

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. The university is a community of scholars, helping members of its community to question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

Purpose

The university community strives for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge, devoted to fostering the next generation of leaders and informed participants in the global community. Through these pursuits, the social, cultural, physical, and economic well-being of the students, the state, the nation, and the world are enhanced.

Vision

The university community aspires to create a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions, seeking to enrich the human condition through collaboration, teaching, mentoring, scholarship, creative inquiry, scientific discovery, outreach, and public service.

Values

The university community values

• the passions, aspirations, individuality, and success of the students and the members of its faculty and staff who work and learn here
• academic freedom, creative expression, and intellectual discourse
• diversity, and seeks to foster equity and inclusion in a welcoming, safe, and respectful community
• the unique geography, history, and culture of Oregon that shapes its identity and spirit
• a shared charge to steward resources sustainably and responsibly

Inspiration and Discovery

Generations of leaders and citizens have studied at the University of Oregon since it opened in 1876. Today’s students, like the 200,000 alumni before them, have access to the most current knowledge in lectures, laboratories, and seminars conducted by active researchers. By sharing their research through teaching, faculty members are better able to articulate their findings and to integrate their specialized studies with broader areas of knowledge.

University of Oregon students select courses from departments and programs in the College of Arts and Sciences and from six professional schools and colleges and the Robert Donald Clark Honors College. Some 1,617 full-time faculty members, 51 full-time librarians, and 1,433 graduate and research assistants serve as mentors, colleagues, and friends to the 23,634 undergraduate and graduate students enrolled at the university.

Although most students are from Oregon, 36 percent are from other states and 13 percent are from other countries. The mix of backgrounds gives students a chance to know people they might not meet otherwise—a real asset in a world where national and international relations influence everyday life.

Teaching, research, and a spirit of sharing are characteristics of the campus community. Faculty members and students engage in research programs that bring to the university approximately $117 million in competitive research awards. The university’s science departments receive national attention for their work in such areas as computer science, genetics, materials, optics, and neuroscience. Thirteen faculty members belong to the prestigious American Academy of Arts and Sciences, and nine (plus one foreign associate) have been elected to the National Academy of Sciences.

Connection to Community

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

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

University programs that serve the public include Academic Extension, which offers for-credit and noncredit activities throughout the state. Planning and technical assistance from the Community Service Center helps Oregon communities solve local problems and improve the quality of life in rural Oregon. For more than four decades, the Oregon Bach Festival has offered an annual program of concerts and master classes to music lovers in the Pacific Northwest. The UO’s classical music radio station, KWAX-FM, is an affiliate of the Public Radio International Classical 24. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities and cybercasts entertain listeners around the world.

The university’s presence is evident at its off-campus facilities—Pine Mountain Observatory in central Oregon near Bend—and its academic programs in Portland and at the coastal Oregon Institute of Marine Biology in Charleston. Access is enabled through several online and hybrid programs.

The university is one of the largest and most stable employers in the state, directly employing 10,270 people. Overall, University of Oregon activity affects more than $790 million in household earnings and 24,500 jobs in the state.

The Campus Experience

The university’s 295-acre campus is an arboretum of more than 4,000 trees of approximately 500 species. Campus buildings date from 1876, when Deady Hall opened, to the present, with the new Cheryl Ramberg Ford and Allyn Ford Alumni Center, John E. Jaqua Academic Center for Student Athletes, Global Scholars Hall, and Robert and Beverly Lewis Integrative Science Building.

The Museum of Natural and Cultural History is located at East 15th Avenue and Columbia Street. Across campus, the Jordan Schnitzer Museum of Art, a member of the American Association of Museums, is noted for its collections of Asian and Northwest art.

The UO Libraries, a member of the Association of Research Libraries, is an important research facility for scholars throughout the Northwest. The
free Oregon Card Program allows Oregon residents who are sixteen or older to borrow from the libraries’ three-million-volume collection.

Campus athletic facilities include the 54,000-seat Autzen Stadium, the Len Casanova Athletic Center, Ed Moshofsky Sports Center, Papé Field, Jane Sanders Stadium, PK Park, Hayward Field and its all-weather track, Bowerman Family Building, Student Recreation Center, Matthew Knight Arena, and open-air and covered tennis courts.

Student-guided tours of the university are available Monday through Saturday. Tours may be arranged by calling 541-346-1274. Campus maps and pamphlets describing university programs, answers to questions about services and office locations, and general information about the university are available at the information desk in the main lobby of the Ford Alumni Center.

The university’s website has daily news updates and information about programs and events: www.uoregon.edu.

Equal Opportunity

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment. It is the policy of the university to maintain an environment free of harassment and discrimination against any person because of age, race, color, ancestry, national or ethnic origin, religion, gender, disability, service in the uniformed services (as defined in state and federal law), the use of leave protected by state or federal law, veteran status, sex, sexual orientation, gender identity, perceived gender, marital or family status, pregnancy-related conditions, or genetic information. Staff members of the Office of Affirmative Action and Equal Opportunity are available to answer any questions about university policy regarding harassment and discrimination and to assist members of the university community who believe they may have been treated in a manner inconsistent with this university policy.

The director of the Office of Affirmative Action and Equal Opportunity serves as the university’s deputy Title IX coordinator.


Accreditation

The University of Oregon was elected to membership in the Association of American Universities in 1969. The university is accredited by the Northwest Commission on Colleges and Universities and is a member of the Western Interstate Commission for Higher Education. Individual programs in the university’s professional schools and colleges are accredited by the following organizations:

- Accrediting Council on Education in Journalism and Mass Communications
- American Assembly of Collegiate Schools of Business
- American Association of Museums
- American Bar Association
- American Chemical Society
- American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979
- American Society of Landscape Architects
- American Speech-Language-Hearing Association
- Commission on Accreditation for Marriage and Family Therapy Education
- Commission on English Language Program Accreditation
- Council for Exceptional Children
- Foundation for Interior Design Education Research
- National Architectural Accrediting Board
- National Association of School Psychologists
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Athletic Trainers Association
- Planning Accreditation Board
- Teacher Standards and Practices Commission

University of Oregon Board of Trustees

The University of Oregon is an independent public body governed by the Board of Trustees of the University of Oregon. The trustees have broad authority to supervise and manage the university and may exercise all of the powers, rights, duties, and privileges expressly granted by law or that are incident to the board’s powers, rights, duties, and privileges. Except for the university president, who is an ex officio, nonvoting member, the trustees are appointed by the governor and confirmed by the Oregon Senate.

The names of the members follow. The expiration date for each term is June 30 of the year shown.

- Chuck Lillis, PhD ’72, board chair, 2021
- Ginevra Ralph, BA ’83, MA ’85, board vice chair, 2019
- Connie Ballmer, BS ’84, 2019
- Peter Bragdon, 2021
- Rodolfo “Rudy” Chapa, BA ’81, 2021
- Andrew Colas, BS ’04, 2021
- Ann Curry, BA ’78, 2019
- Allyn Ford, 2021
- Susan Gary, faculty member, 2017
- Joseph Gonyea III, 2021
- Ross Kari, BA ’80, MBA ’83, 2019
- William Faustian, student, 2019
- Michael Schill, ex officio
- Mary Wilcox, BA ’76, JD ’80, 2019
- Kurt Willcox, MA ’81, nonfaculty staff member, 2017

This publication will be made available in accessible formats upon request. Call Marketing Communications–Design and Editing Services, 541-346-2087.

Reader's Guide to the Catalog

Organization

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

This catalog has four sections. The first section contains information about admission, registration, academic policies, undergraduate degree requirements, tuition and fees, financial aid and scholarships, employment, and academic and career planning. The second section outlines the majors, minors, and specializations defining the degrees and certificates that may be earned at the University of Oregon, as well as the array of general-education courses available that make up the foundational requirements of those degrees. The third (or curriculum) section describes all the university’s academic programs in detail: faculty members, degree and nondegree programs, and course listings. This section includes the College of Arts and Sciences, the honors college, the six professional schools and colleges, the Graduate School and graduate studies information, and ends with a review of undergraduate studies and supplemental academic programs. The final section contains information on academic resources and student services, physical education and recreation, and the academic calendar.

Definitions

The academic terms defined in the following list are used throughout this catalog.

Certificate. A formal document that recognizes academic achievement in a specific discipline—only as an adjunct to an undergraduate degree program and either as an adjunct to or separate from a graduate degree program, and only for students in an admitted status. Stand-alone noncredit certificates are offered through Academic Extension to all students.

Colloquium. An academic meeting or assembly for discussion, sometimes led by a different lecturer speaking on a different topic at each meeting; a seminar with consultation, report, and exchange.

Competency. A specific skill in a specific area.

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

Course. A subject, or an instructional subdivision of a subject, offered through part of a term, a whole term, or over several terms. Each course is assigned a course level. Courses numbered 100–499 are undergraduate courses; 100–299 are lower division, and 300–499 are upper division. Courses numbered 500 and above are graduate or professional.

1 credit. Represents approximately three hours of the student’s time each week for one term in a lower-division undergraduate course. This frequently means a minimum of one hour in the lecture hall or laboratory in addition to two hours spent in outside preparation. The number of lecture, recitation, laboratory, or other periods required each week for a course is listed in each term’s class schedule.

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).

Dissertation or Thesis. A written document resulting from study or research and submitted as a major requirement for a degree.

Electives. Courses that students may choose to take, as contrasted with courses that are required for an academic program.


Experimental course. A course under development that has not received formal acceptance to the curriculum. Subject matter, instructional materials, and activities are evaluated for effectiveness and long-term value to the discipline. Experimental courses may not be used to clear general-education requirements.

Field studies. A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Generic courses. Courses numbered 100, 300, 196, 198, 199, 399–410, 503–510, 601–610, and 704–710, for which credit is variable and which may be repeated for credit. Instructor’s permission is often required for registration.

Grade point average (GPA). The GPA is determined by dividing the total points for all grades by total credits.

Grading option. Unless specified otherwise, nonmajors may take courses either graded (A+ through F) or pass/no pass (P/N). The online class schedule identifies courses for which majors are limited to a particular grading option.

Graduate specialization. A subdivision of a graduate major or an interdisciplinary track in which a strong graduate-level curriculum is available. For more details, visit gradschool.uoregon.edu/policies-procedures/graduate-specialization.

Group-satisfying course. A course that counts toward partial fulfillment of bachelor’s degree requirements in one of the three general-education groups: arts and letters, social science, science.

Interdisciplinary or multidisciplinary. A course of study from two or more academic disciplines.

Internship. Unpaid professional practice in an organization that integrates concepts studied at the university with career-related work experience.

License. See Endorsement.

Major. A primary undergraduate or graduate field of specialized study.

Minor. A secondary undergraduate field of specialized study.

Multilisted course. A single course that is listed under more than one subject code; course numbers end with the letter M.

Multicultural course. A course that counts toward partial fulfillment of bachelor’s degree requirements in one of three categories: American cultures; identity, pluralism, and tolerance; international cultures.

Option. A subarea of specialized study within an undergraduate or graduate major or undergraduate 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 registering for another course or before proceeding to more advanced study.
Practicum. A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Reading and conference. A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable for credit. Only courses designated “repeatable” may be repeated for credit. Except for generic, studio, or performance courses, the circumstances under which a course may be repeated for credit are restricted.

Research. Disciplined inquiry of a topic with varying techniques and assignments suited to the nature and conditions of the problem being investigated. Often pursued in relation to a dissertation or thesis.

Residence credit. Academic work completed while the student is formally admitted and officially registered at the University of Oregon; this includes courses taken in UO study abroad programs.

Semester. One-half the academic year (sixteen weeks), applicable only to the UO School of Law.

1 semester credit. One semester credit equals one and one-half quarter (or term) credits.

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

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

Series. Two or more closely related courses that may be taken in any order.

Special studies. A colloquium or experimental course, often taken concurrently with another course as a satellite seminar.

Specialization. A graduate-level subdivision of a major or an interdisciplinary track in which a strong graduate-level curriculum is available.

Subject code. An abbreviation used with a course number to indicate an academic subject area. See the list of subject codes in this section of the catalog.

Supervised college teaching. A student, under faculty supervision and sponsorship, accepts responsibility for teaching a university course.

Supervised tutoring. A student, under faculty supervision, accepts responsibility for tutoring other students within the discipline.

Temporary multilisted course. Courses numbered 200M, 400M, 500M, and 600M, which may be offered once without formal approval.

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

Terminal project. A presentation incorporating the knowledge and skills acquired from course work completed for the master’s degree.

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

Workshop. An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Courses

Abbreviations

The following abbreviations are used in course descriptions:

- Coreq: corequisite
- H: honors content of significant difficulty
- M: multilisted courses
- Prereq: prerequisite
- R: repeatable for credit

Sample Course Listings

The following examples are from Biology (BI):

BI 122. [BI lower-division course number] Introduction to Human Genetics. [course title] 4 credits. [course credits] Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications. Lectures, discussions. [course description]


BI 607. [BI graduate-only course number] Seminar: [Topic]. [course title] 1–3 credits. [course credit range] Topics may include neurobiology, developmental biology, ecology colloquium, genetics, molecular biology, and neuroscience. [course description] Repeatable. [repeatable for credit indicator]

Subject Codes

The following subject codes are used at the University of Oregon. They appear in University of Oregon catalogs and class schedules, on student schedules, degree audits, transfer articulation reports, and transcripts.

- AAAP: Historic Preservation
- AAD: Arts and Administration
- ACTG: Accounting
- AEIS: Academic English for International Students
- AFR: African Studies
- AIM: Applied Information Management
- ANTH: Anthropology
- ARB: Arabic
- ARCH: Architecture
- ARH: Art History
- ART: General Art
- ARTC: Art: Ceramics
- ARTD: Art: Digital Arts
- ARTF: Art: Fibers
• ARTM Art: Metalsmithing and Jewelry
• ARTO Art: Photography
• ARTP Art: Painting
• ARTR Art: Printmaking
• ARTS Art: Sculpture
• ASIA Asian Studies
• ASL American Sign Language
• ASTR Astronomy
• BA Business Administration
• BE Business Environment
• BI Biology
• CAS College Scholars Colloquium
• CDS Communication Disorders and Sciences
• CFT Couples and Family Therapy
• CH Chemistry
• CHN Chinese
• CINE Cinema Studies
• CIS Computer and Information Science
• CIT Computer Information Technology
• CLAS Classics
• COLT Comparative Literature
• CPSY Counseling Psychology
• CRES Conflict and Dispute Resolution
• CRWR Creative Writing
• DAN Professional Dance
• DANC Introductory Dance
• DANE Danish
• DSGN College of Design
• EALL East Asian Languages and Literatures
• EC Economics
• EDLD Educational Leadership
• EDST Education Studies
• EDUC Education
• ENG English
• ENVS Environmental Studies
• ES Ethnic Studies
• EURO European Studies
• FHS Family and Human Services
• FIN Finance
• FINN Finnish
• FLR Folklore
• FR French
• GEOG Geography
• GEOL Geological Sciences
• GER German
• GRK Greek
• GRST Graduate Studies
• HBRW Hebrew
• HC Honors College
• HIST History
• HPHY Human Physiology
• HUM Humanities
• IARC Interior Architecture
• INTL International Studies
• IST Interdisciplinary Studies
• ITAL Italian
• J Journalism
• JDST Judaic Studies
• JPN Japanese
• KRN Korean
• LA Landscape Architecture
• LAS Latin American Studies
• LAT Latin
• LAW Law
• LERC Labor Education and Research Center
• LIB Library
• LING Linguistics
• LT Language Teaching
• MATH Mathematics
• MDVL Medieval Studies
• MKTG Marketing
• MUE Music Education
• MUJ Music: Jazz Studies
• MUP Music Performance
• MUS Music
• NORW Norwegian
• OBA Operations and Business Analytics
• OLIS Oregon Leadership in Sustainability
• PD Product Design
• PEAQ Physical Education: Aquatics
• PEAS Physical Education: Aquatics SCUBA
• PEC Physical Education: Certification
• PEF Physical Education: Fitness
• PEI Physical Education: Individual Activities
• PEIA Physical Education: Intercollegiate Athletics
• PEL Physical Education: Leadership
• PEMA Physical Education: Martial Arts
• PEMB Physical Education: Mind-Body
• PEO Physical Education: Outdoor Pursuits
• PERS Physical Education: Racquet Sports
• PERU Physical Education: Running
• PETS Physical Education: Team Sports
• PEW Physical Education: Weight Training
• PHIL Philosophy
• PHYS Physics
• PORT Portuguese
• PPPM Planning, Public Policy and Management
• PREV Prevention Science
• PS Political Science
• PSY Psychology
• REES Russian, East European, and Eurasian Studies
• REL Religious Studies
• RL Romance Languages
• RUSS Russian
• SBUS Sports Business
• SCAN Scandinavian
• SOC Sociology
• SPAN Spanish
• SPD Sports Product Design
• SPED Special Education
• SPSY School Psychology
• SWAH Swahili
• SWED Swedish
• TA Theater Arts
• TLC University Teaching and Learning Center
• UGST Undergraduate Studies
• WGS Women’s and Gender Studies
• WR Expository Writing

Study-Abroad Subject Codes

• OAKI Overseas Studies: Akita International University, Japan
• OANG Overseas Studies: Angers, France
• OANU Overseas Studies: Canberra, Australian National University [Australia]
• OATH Overseas Studies: Athens, Greece
• OBEI Overseas Studies: Beijing, Central Institute for Nationalities [China]
• OBER Overseas Studies: Bergen, University of Bergen [Norway]
• OBIK Overseas Studies: Sustainable Bicycle Transportation Field Seminar, Europe
• OBLN Overseas Studies: Berlin, Germany
• OBRI Overseas Studies: Bristol, Bristol University [England]
• OBRT Overseas Studies: London Theatre Arts, England
• OBWU Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]
• OCAM Overseas Studies: Cambridge International Summer School, England
• OCBs Overseas Studies: Copenhagen Business School, Denmark
• OCFP Overseas Studies: Chinese Flagship Program
• OCIE Overseas Studies: Council for International Educational Exchange
• OCRO Overseas Studies: Croatia Conservation Field School
• OCUB Overseas Studies: Havana, Cuba
• OCUR Overseas Studies: Perth, Curtin University [Australia]
• ODEA Overseas Studies: Deakin University, Australia
• ODIS Overseas Studies: Copenhagen, Danish Institute for Study Abroad [Denmark]
• ODUB Overseas Studies: Dublin, Ireland
• OESL Overseas Studies: English Spring, London, England
• OEWH Overseas Studies: Seoul, Ewha Womans University [Korea]
• OFES Overseas Studies: Fes, Morocco
• OFIB Overseas Studies: Florence, Italy
• OGAL Overseas Studies: Galway, Ireland
• OGBS Overseas Studies: Global Business, Shanghai, China
• OGHA Overseas Studies: Journalism Program, Accra, Ghana
• OHAR Overseas Studies: Harbin, China
• OHAU Overseas Studies: Seoul, Hanyang University [South Korea]
• OHKU Overseas Studies: University of Hong Kong, Hong Kong
• OHOU Overseas Studies: Sapporo, Hokkaido University [Japan]
• OHUJ Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel]
• OHUM Overseas Studies: Human Rights and Transitional Justice in Rosario
• OINT Overseas Studies: Internship program
• OJCU Overseas Studies: James Cook University, Australia
• OJIL Overseas Studies: Journalism in London, England
• OJWU Overseas Studies: Tokyo, Japan Women’s University [Japan]
• OKYO Overseas Studies: Kyoto, Landscape Architecture [Japan]
• OLAT Overseas Studies: Melbourne, La Trobe University [Australia]
• OLEC Overseas Studies: Lecco, Italy
• OLEI Overseas Studies: Leicester, University of Leicester [England]
• OLOM Overseas Studies: London, British Studies [England]
• OLYO Overseas Studies: Lyon, Universités in Lyon (I,II,III and Catholic Faculties) [France]
• OMBI Overseas Studies: Marine Biology in Panama
• OMEI Overseas Studies: Tokyo, Meiji University [Japan]
• OMKT Overseas Studies: Marketing in Sienna [Italy]
• ONEO Overseas Studies: Neotropical Ecology, Ecuador
• ONGO Overseas Studies: Nongovernmental Organizations in Southeast Asia
• ONTU Overseas Studies: Taipei, National Taiwan University [Taiwan]
• ONUI Overseas Studies: Research in Rapa Nui
• ONUS Overseas Studies: National University of Singapore, Singapore
• OOOV Overseas Studies: Oviedo, Spain
• OPAY Overseas Studies: Pavia, University of Pavia [Italy]
• OPOI Overseas Studies: Poitiers, University of Poitiers [France]
• OQUE Overseas Studies: Querétaro, Mexico
• OQUI Overseas Studies: Quito, Universidad San Francisco de Quito [Ecuador]
• ORIM Overseas Studies: Revolutionary Imagination
• OROM Overseas Studies: Rome, Italy
• OROS Overseas Studies: Rosario, Argentina
• OSAS Overseas Studies: Semester at Sea
• OSBG Overseas Studies: Sports Business Global
• OSCI Overseas Studies: Sciences Po, France [Paris Institute of Political Studies]
• OSEG Overseas Studies: Segovia, Spain
• OSEN Overseas Studies: Tokyo, Senshu University [Japan]
• OSIE Overseas Studies: Siena, Italy
• OSIPO Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]
• OSIT Overseas Studies: School for International Training
• OSLO Overseas Studies: Oslo, University of Oslo [Norway]
• OSPE Overseas Studies: Special Education in Mexico
• OSSP Overseas Studies: Dakar, Senegal
• OTAM Overseas Studies: Tampere, University of Tampere [Finland]
• OTSP Overseas Studies: Trans-Atlantic Science Student Exchange Program (TASSEP)
• OUAB Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
• OUBB Overseas Studies: Barcelona, Spain
• OUDL Overseas Studies: Puebla, Universidad de las Américas [Mexico]
• OUEA Overseas Studies: Norwich, University of East Anglia [England]
• OUNA Overseas Studies: Mexico City, UNAM [Mexico]
• OUOT Overseas Studies: Dunedin, University of Otago [New Zealand]
• OUUP Overseas Studies: Uppsala, University of Uppsala [Sweden]
• OVEN Overseas Studies: Vancouver, Canada
• OVIE Overseas Studies: Vicenza, Italy
• OVLB Overseas Studies: Vienna, Austria
• OVLC Overseas Studies: Advanced Spanish Literature and Culture [Spain]
• OWAS Overseas Studies: Tokyo, Waseda University [Japan]
• OXAF Overseas Experimental Program: Africa
• OXAO Overseas Experimental Program: Asia and Oceania
• OXEU Overseas Experimental Program: Europe
• OXFA Overseas Experimental Program: Faculty-Led
• OXGL Overseas Experimental Program: Global Leadership
• OXLK Overseas Experimental Program: Latin American
• OXME Overseas Experimental Program: Middle East
• OYON Overseas Studies: Seoul, Yonsei University [Korea]

Course Numbering System

Except at the 500 and 600 levels, courses in University of Oregon catalogs are numbered in accordance with the course-numbering plan of the schools in the Oregon University System. Institutions vary in their treatment of 500- and 600-level courses.

1–99
Remedial, terminal, semiprofessional, or noncredit courses that do not apply to degree requirements

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

300–499
Upper-division (junior- and senior-level) courses

500–599
Courses that offer graduate-level work in classes that include undergraduate students

600–699
Courses for graduate students only

700–799
Except in the School of Music and Dance, professional or technical courses that apply toward professional degrees but not toward advanced academic degrees such as the MA, MS, or PhD. Both 600 and 700 numbers in the School of Music and Dance indicate graduate courses only.

Temporary Multilisted and Group-Satisfying Courses

100
Temporary lower-division group-satisfying course

200M
Temporary lower-division multilisted course

298
Temporary lower-division group-satisfying course

300
Temporary upper-division group-satisfying course

400M
Temporary upper-division multilisted course

500M
Temporary graduate-level multilisted course

600M
Temporary graduate-level multilisted course

Generic Courses

Certain numbers are reserved for generic courses that may be repeated for credit under the same number. Except in the School of Law, courses numbered 503, 601, and 603 are offered pass/no pass only.

Credit is assigned according to the work load in a particular course. Credit ranges indicate minimum and maximum credits available in a single course for a single term, and departments determine their own credit ranges.

196 Field Studies: [Topic]

198 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]

199 Special Studies: [Topic]

399 Special Studies: [Topic]

401 Research: [Topic]

402 Supervised College Teaching

403 Thesis

404 Internship: [Topic]

405 Reading and Conference: [Topic]

406 Field Studies: [Topic] or Special Problems: [Topic]

407/507 Seminar: [Topic]

408/508 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]
Catalog Expiration and Requirements Policies

The University of Oregon Catalog lists requirements for active degrees offered by the university.

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

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

Undergraduate Students

To receive an undergraduate degree, a student must have satisfied, at the time of graduation, all requirements for the degree listed in one of the following:

1. the unexpired catalog in effect when the student was first admitted and enrolled at the University of Oregon, or
2. any subsequent catalog that has not yet expired

To fulfill major or minor program requirements, a student must complete the requirements in effect

1. when the student first declared the major or minor, or
2. when the student changed to a different major or minor

Exceptions to major or minor requirements may be made by the department or program offering the major or minor.

Graduate Students

To receive a graduate degree, a continuously enrolled student must have completed, at the time of graduation, all requirements described in the department and Graduate School sections of the catalog in effect when the student was first admitted and enrolled at the University of Oregon.

A student who has not maintained continuous enrollment is subject to the requirements described in the department and Graduate School sections of the catalog in effect the first term the student was readmitted by the Graduate School and reenrolled at the University of Oregon.

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

While every effort is made to ensure the accuracy of the information in this catalog, the University of Oregon has the right to make changes at any time without prior notice. This catalog is not a contract between the University of Oregon and current or prospective students.

From Admission to Graduation

This section of the catalog holds basic information for prospective students on how to apply to the University of Oregon, choose a major, register for courses, and apply for scholarships, grants, and financial aid, in addition to outlining and explaining their rights and responsibilities.

Admissions

Jim Rawlins, Director, Office of Admissions
541-346-3201
541-346-5815 fax
240 Oregon Hall

Admission requirements apply to all students seeking to enroll at the University of Oregon.

Application Deadlines for Fall 2018

<table>
<thead>
<tr>
<th>Student Classification</th>
<th>Enrollment Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman, early action</td>
<td>November 1, 2017</td>
</tr>
<tr>
<td>Freshman, standard notification</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>University scholarship</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>International freshman</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>Transfer scholarship</td>
<td>February 15, 2018</td>
</tr>
<tr>
<td>Transfer, early notification</td>
<td>March 15, 2018</td>
</tr>
<tr>
<td>Graduate and undergraduate reenrollment</td>
<td>April 20, 2018</td>
</tr>
<tr>
<td>Transfer, standard notification</td>
<td>May 15, 2018</td>
</tr>
<tr>
<td>International transfer</td>
<td>May 15, 2018</td>
</tr>
<tr>
<td>Postbaccalaureate nongraduate or graduate</td>
<td>Thirty days before the start of the term</td>
</tr>
<tr>
<td>Graduate</td>
<td>Set by individual departments</td>
</tr>
</tbody>
</table>

Departmental Application Deadlines

The following majors require a separate application in addition to the university application and have strictly enforced deadlines for admission. Students who plan to enter the university as majors in architecture, art, interior architecture, landscape architecture, product design, or music should be aware of the special admission requirements and the application deadlines (given below). Details are in the departmental sections of this catalog.
Admissions:

Freshman applicants must submit the following to the Office of Application Procedure based on the following criteria:

Through the standard admission process, applications are evaluated Standard Admission Process Freshman Admission 2018 Application Deadlines for Winter–Summer located at 198 Lawrence Hall.

Music majors audition for placement and take a musicianship examination scheduled on several dates throughout the spring. Art majors need to declare their major by completing the declaration form available both online (https://art.uoregon.edu/sites/art1.uoregon.edu/files/downloads/undergrad/ARTMajorDeclarationForm.pdf) and at the art office located at 198 Lawrence Hall.

Application Deadlines for Winter—Summer 2018

<table>
<thead>
<tr>
<th>Student Classification</th>
<th>Enrollment Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2017 Enrollment</td>
<td></td>
</tr>
<tr>
<td>All classifications</td>
<td>October 15, 2018</td>
</tr>
<tr>
<td>Spring 2017 Enrollment</td>
<td></td>
</tr>
<tr>
<td>All classifications</td>
<td>February 1, 2018</td>
</tr>
<tr>
<td>Summer 2017 Enrollment</td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>March 1, 2018</td>
</tr>
<tr>
<td>International</td>
<td>March 15, 2018</td>
</tr>
<tr>
<td>Transfer</td>
<td>April 15, 2018</td>
</tr>
<tr>
<td>Postbaccalaureate</td>
<td>April 15, 2018</td>
</tr>
<tr>
<td>Graduate</td>
<td>April 15, 2018</td>
</tr>
</tbody>
</table>

Freshman Admission

Standard Admission Process

Through the standard admission process, applications are evaluated based on the following criteria:

- Strength of academic course work
- Grades earned
- Grade trends, especially in junior and senior year of high school
- Standardized test scores (SAT or ACT)
- Senior-year course load
- Writing skill, personal characteristics, and special circumstances as shared in the various written and narrative sections of the application
- Extracurricular activities, including community service and employment
- Ability to enhance the diversity of the university community
- Special talents

Application Procedure

Freshman applicants must submit the following to the Office of Admissions:

- Official high school transcript reflecting grades through at least the end of the junior year
- Official test scores (a score for either SAT or ACT is required for all US applicants)

Standard Admission Requirements

Graduation from a Standard or Regionally Accredited High School

Applicants who graduate from a nonaccredited high school, were homeschooled, or earned a general equivalency diploma (GED) must meet the alternative admission requirements explained in more detail online (http://admissions.uoregon.edu/freshmen/alternativeadmission).

Completion of Required Course Work

Applicants must satisfactorily complete the following high school course work. To meet minimum admission requirements, applicants must complete 15 units in the core areas listed below with a grade of C– or better in each course. These requirements may be in progress at the time of application, provided they are complete by the time the student enrolls at Oregon.

- English—four years. All four years should be in preparatory composition and literature, with emphasis on and frequent practice in writing expository prose
- Mathematics—three years. Must include first-year algebra and two additional years of college-preparatory mathematics. An advanced mathematics course is highly recommended in the senior year. Regardless of the pattern of mathematics courses or the number of years of mathematics taken, the mathematics course work must include Algebra II (or equivalent) or higher
- Science—three years. Must include a year each in two fields of college-preparatory science such as biology, chemistry, physics, or earth and physical science. One year of laboratory science is recommended
- Social studies—three years. May include areas such as global studies, history, or social studies electives
- Second-language proficiency. Demonstrate with one of the following:
  - Two years of the same second language in high school
  - Two college terms of the same second language
  - Proficiency test (e.g., SAT Subject Test or BYU Foreign Language Assessment)
  - Other options for meeting the second-language requirement, including American Sign Language

Exceptions to this requirement are only considered for students graduating from high schools that do not offer two years of any second language.

College work may be used to complete courses missed in high school. A one-term transferable college course of at least 3 credits (quarter system) is equal to one year of high school work. Applicants are strongly encouraged to contact the UO Office of Admissions to verify that the courses completed will satisfy course pattern deficiencies.

An examination in a second language is strongly recommended to qualify a student for admission by meeting the second-language proficiency requirements. Students who do not take an SAT Subject Test in a second
language must prove language proficiency through another approved process.

The UO offers tentative admission based on sixth- or seventh-semester transcripts and planned senior schedule. Final admission is granted only after the Office of Admissions has received transcripts verifying successful completion of all admission requirements and graduation. If an applicant does not complete a course that was in progress at the time of application or admission, or completes it with a low grade, the offer of admission may be withdrawn by the university.

Earning a GPA of 3.00 or Better on a 4.00 Scale
If the applicant’s GPA is below 3.00 on a 4.00 scale, a sliding scale of grades and test scores will be used to establish alternative eligibility. Contact the admissions office for more details.

Submission of Scores from Standardized Tests
The University of Oregon accepts scores for the SAT or ACT (with the optional writing component) when reported on official high school transcripts, reported by the high school counselor on the paper UO Application for Undergraduate Admission, or submitted to the Office of Admissions directly from the testing service. Test scores for applicants planning to participate in intercollegiate athletics must be received directly from the testing service.

When taking the test, applicants should list the University of Oregon as a score recipient. The school code number to use for the SAT is 4846; the code for the ACT is 3498.

Consideration of Narratives and Essays
Freshman applicants are required to submit an essay that serves as a personal statement to show not only writing ability but insights into the applicant’s personal characteristics. Students are also offered a chance to write on a specified topic in a second, optional essay.

Consideration of Activities, Work, and Accomplishments
Most applicants are required to share three examples of their activities outside the classroom. Students choose a variety of ways to be involved in activities—lead, volunteer, intern, hold jobs, and achieve special recognition. No type of activity will be valued more highly than another, so students should consider anything they have done as a possibility to share and discuss. However, applicants are limited to only three such activities, because the selection process does not reward sheer volume of activity. Instead, the university seeks to use this information to better understand who the applicants are, and to learn more about their most treasured interests and accomplishments.

Explanation of Special Circumstances (optional)
Applicants whose high school or college performance was affected by any serious illness, diagnosed disability, personal difficulties, or family circumstances should provide a statement to summarize their situation. Dates should be included when applicable. Applicants with D or F grades, especially those grades that make them fall short of course requirements, are strongly encouraged to address the reasons for these grades in this section.

Alternative Admission
The requirements for standard admission confer no guarantees of admission, and applicants who meet them may or may not be admitted due to the selective, holistic process that takes many academic and personal factors into consideration. Also, students who do not meet these requirements will still be considered for admission. Students who fall short of the standard requirements in any way should never let that deter them from applying; they are strongly encouraged to contact the UO Office of Admissions for further guidance and additional requirements. Students from homeschool settings and those who attend nonaccredited schools may be required to submit additional test scores. Students who fall short of core subject requirements or fall below a 3.00 GPA are encouraged to explain the reasons for their situation in the application.

Premajor Status
Departments or programs with premajor admission requirements are the Lundquist College of Business, certain majors in the College of Design, the College of Education, the School of Journalism and Communication, and the Department of International Studies. These units only permit newly admitted students to be considered premajors for their majors. A 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 department screens enrolled premajor students who have completed some university study and decides if they may advance to major status.

Transfer Admission
For applicants who have completed 35 or fewer quarter credits (or 23 or fewer semester credits) by the time of expected enrollment at Oregon, admission will be based on both freshman and transfer admission requirements.

For applicants who have completed 36 or more quarter credits (or 24 or more semester credits) by the time of expected enrollment at Oregon, admission will be based only on the transfer admission requirements.

Course Requirements
A grade of C– or better is required in the following:

- College-level composition and writing
- College-level mathematics
- Second language: two years in high school or two terms in college

Applicants who will not have completed these courses should still consider applying, and they are encouraged to submit a letter of explanation or include an explanation in the special circumstances statement.

Required GPA
In college-transferable courses, the following cumulative GPAs are required for admission consideration:

- 2.25 for Oregon residents
- 2.50 for applicants without Oregon residency
- 2.00 for applicants, regardless of residency, who earn an associate of arts Oregon transfer (AAOT) degree from an Oregon community college, an associate of science Oregon transfer (ASOT) degree in business, or an Oregon Transfer Module (OTM) from any public two-year or four-year institution in Oregon

The University of Oregon may recalculate grades for purposes of establishing an admissions GPA. This means that an applicant’s admission GPA is not identical to the one presented by the previous
institution. These recalculations will be made in regard to transferability of credit, repeat policies, or limits on certain types of credit.

Second-Language Proficiency

Applicants who graduated from high school or earned a general equivalency diploma (GED) in spring 1997 or later must document second-language proficiency by submitting an official transcript or score report verifying one of the following:

- Two years of the same language in high school
- Two terms of the same language in college
- Proficiency test (e.g., SAT Subject Test or Brigham Young University Foreign Language Achievement Test)

Options for meeting the second language requirement, including American Sign Language, are available on the Office of Admissions (http://admissions.uoregon.edu/apply/secondlanguage.html) website. Applicants admitted with an exception to this requirement are required to complete two college terms of the same language before graduating from the University of Oregon.

Additional Considerations

Even if an applicant meets the minimum requirements stated above, factors of concern, especially a drop in GPA from recent course work, may still be considered before a decision on admission is made. In addition, when considering applicants who do not meet minimum admission requirements, the Office of Admissions considers additional factors such as whether the applicant holds an associate of arts Oregon transfer degree from an Oregon community college or associate of arts degree from select community colleges in other states; which of the applicant’s completed courses fulfill university graduation requirements; the applicant’s grade point average (GPA); and the applicant’s grade trend throughout his or her academic history. Academic potential and special talents are also considered.

Application Procedure

Transfer applicants must submit the following to the Office of Admissions:

1. A completed application for admission and a nonrefundable application fee
2. An official transcript from each college and university attended. It is a firm requirement that applicants submit transcripts from any previous institution where credit was attempted, regardless of the grades or amount of credit earned, and regardless of how or whether the applicant intends to apply these credits toward UO requirements. Applicants who omit record of previous work attempted will be denied admission, and admitted students for whom this omission is discovered can have their offer of admission revoked, even if it is after they have begun enrollment at Oregon
3. A high school transcript is not always required, but is often needed—not only for admission but for federal aid eligibility. Students should provide the high school transcript at the time of application whenever possible

Transfer students may submit their applications up to six months before they plan to enroll at the university, but may be asked to provide updated transcripts before final decisions are reached. Applications and official transcripts should be received by the university by the deadlines listed above to allow time for a complete evaluation of the transferred credits.

Transfer of Credit

The amount of credit transferred depends on the nature of the applicant’s college work, which is evaluated according to the academic requirements of the University of Oregon. Only college-level academic course work from regionally accredited two- and four-year colleges or universities will be considered for transfer. Up to 124 credits from regionally accredited community or junior colleges, of which only 90 credits may be transferred from an international junior college, may be applied to the bachelor’s degree.

See Bachelor’s Degree Requirements (p. 907) for requirements that apply to new undergraduates.

Premajor Status

Departments or programs with premajor admission requirements are the Lundquist College of Business, certain majors in the College of Design, the College of Education, the School of Journalism and Communication, and the Department of International Studies. These units only permit newly admitted students to be considered premajors for their majors. A 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 department screens enrolled premajors who have completed some university study and decides if they may advance to major status.

Dual Enrollment Program

The University of Oregon has dual-enrollment agreements with Lane Community College and Southwestern Oregon Community College. These programs provide students with the academic and administrative advantages of simultaneous enrollment in two institutions. More information and applications for admission are available from the UO Office of Admissions and at either community college. No student can be in the dual enrollment program without first being successfully admitted to the University of Oregon.

International Admission

Applicants who are not United States citizens or permanent residents are considered for admission to the university as international students.

International applicants, whether freshman or transfer, may apply for admission fall, winter, and spring terms and summer session. The international freshman application deadline for fall term is January 15. The international transfer student application deadline for fall term is May 15. Applications received after the deadlines are considered on a space-available basis. See the admission requirements for individual countries (http://admissions.uoregon.edu/international/apply/requirements).

A GPA of 2.50 is required for undergraduates who want to transfer from another university or college.

English Proficiency. Students whose native language is not English must supply results of a standardized language-proficiency test. The University of Oregon currently accepts both the TOEFL and IELTS examinations for establishing proficiency, as well as the SAT or ACT. To be considered for full admission without an English placement test upon arrival, applicants must score an 88 on the TOEFL iBT, or 6.5 in the IELTS. An applicant with at least a 61 TOEFL or 6.0 IELTS can be considered for full admission and will take an English language placement test after arriving at the university. Placement test results determine whether students are required to take language support courses in the Academic English for International Students (AEIS)
program. Students placed in AEIS courses also concurrently enroll in regular university credit courses.

**Conditional admission.** International applicants who do not meet the proficiency requirements above may be offered conditional admission if their academic record is otherwise strong for admission. Through the conditional admission program, the student can take courses through the Intensive English Program (IEP), then proceed to regular university credit courses once IEP requirements are satisfied.

More information about the American English Institute and AEIS and IEP courses may be found in the Academic Resources section of this catalog and on the institute’s website (http://aei.uoregon.edu).

**Application Procedure**

International applicants for freshman or transfer admission must submit the following to the Office of Admissions:

1. A completed international application for admission and a nonrefundable application fee
2. Official transcripts of all schoolwork taken beyond the eighth year of school (i.e., the equivalent of the American secondary school grades 9–12 and for any college or university work). An official transcript is an original or a certified copy in a sealed envelope
3. An official test score report from one of the English proficiency tests described above
4. Proof of sufficient funds to pay one year’s tuition and living expenses while at the University of Oregon, consisting of a bank statement or certificate of balance prepared within the last six months, or a scholarship letter. This proof is a requirement of the US government

To obtain graduate application forms, applicants should write directly to the departments or schools in which they plan to study or visit the department’s website. See Graduate Admission in this section of the catalog.

**Postbaccalaureate Admission**

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

**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. General admission requirements for the Graduate School are described in that section of this catalog. Each school and department in the university determines its 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.

**Notice to Nonresidents of the State of Oregon**

**Oregon Board of Higher Education Administrative Rules**

These are the residency rules of the Board of Higher Education currently in effect.

**Definitions**

The following words and phrases mean:

1. "Domicile" is a person’s true, fixed, and permanent home and place of habitation. It is the place where a person intends to remain and to which the person expects to return when the person leaves without intending to establish a new domicile elsewhere. In order to establish a domicile in Oregon, a person must maintain a predominant physical presence in Oregon for 12 consecutive months after moving to the state.

2. A "financially independent person" is a person who, at the time of application for residency status:
   (a) declares himself or herself to be financially independent;
   (b) has not been claimed as a dependent during the immediately preceding tax year, and will not be claimed as a dependent during the current tax year, on the federal or state income tax returns of any other person; and
   (c) has not received in the immediately preceding calendar year, and will not receive during the current calendar year, one-half or more of his or her support, in cash or in kind, from another person or persons, except for support received from his or her spouse.

3. A "financially dependent person" is a person who, at the time of application for residency status:
   (a) declares himself or herself to be financially dependent; and
   (b) has been claimed as a dependent on the federal and state income tax returns of another person during the immediately preceding tax year.

**Determination of Residence**

1. For purposes of admission and instruction fee assessment, the University of Oregon shall classify a student as an Oregon resident or nonresident. In determining resident or nonresident classification, the primary issue is a person’s intent in coming to Oregon. Intent is inferred from a person’s conduct and history as they relate to the requirements of these residency rules. If a person is in Oregon primarily for the purpose of obtaining an education, that person will be considered a nonresident. It is possible for an individual to qualify as a resident of Oregon for purposes of voting or obtaining an Oregon driver’s license and not meet the residency requirements established by these rules.

2. An Oregon resident is a financially independent person who, prior to the term for which Oregon resident classification is requested, has both:
   (a) established and maintained a domicile in Oregon for 12 consecutive months; and
   (b) during that period, has been primarily engaged in activities other than those of being a college student.
(3) A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, a student who is enrolled for more than 8 hours in any semester or quarter during the 12-month period referred to in section (2) of this rule shall be presumed to be in Oregon for primarily educational purposes. Such period of enrollment shall not be counted toward the establishment of a bona fide domicile of 12 consecutive months in this state unless the student proves, in fact, establishment of a bona fide domicile in this state primarily for purposes other than educational.

(4) An Oregon resident is also a financially dependent person who is claimed as a dependent by another person who has both:

(a) established and maintained an Oregon domicile for 12 consecutive months; and

(b) during that period, has been primarily engaged in activities other than those of being a college student.

(5) A financially dependent person who is claimed as a dependent by another person who has not established and maintained an Oregon domicile shall be presumed to be a non-resident. This presumption may be overcome by evidence of the student’s long-standing presence in Oregon and demonstration of other factors.

(6) The criteria for determining Oregon resident classification shall also be used to determine whether a person who has moved from Oregon has established a non-Oregon residence.

(7) If institution records show that the residence of a student or the person upon whom the student is dependent is outside of Oregon, the student shall continue to be classified as a nonresident until entitlement to resident classification is shown. The burden of showing that the residence classification should be changed is on the student requesting the change.

(8) Notwithstanding section (4) of this rule, a student who is financially dependent on a non-Oregon resident may nonetheless be considered an Oregon resident if the student resides in Oregon for at least 12 consecutive months with a parent or legal guardian who has both:

(a) established and maintained an Oregon domicile for 12 consecutive months; and

(b) during that period, has been primarily engaged in activities other than those of being a college student.

Residency Consideration Factors

(1) The following factors, although not necessarily conclusive or exclusive, have probative value in support of a claim for Oregon resident classification:

(a) Reside in Oregon for 12 consecutive months prior to the beginning of the term for which resident classification is sought and during that period be primarily engaged in activities other than those of a college student;

(b) Reliance upon Oregon resources for financial support;

(c) Domicile in Oregon of persons legally responsible for the student;

(d) Acceptance of an offer of permanent employment in Oregon; and

(e) Ownership by the person of his or her living quarters in Oregon.

(2) The following factors, standing alone, do not constitute sufficient evidence to effect classification as an Oregon resident:

(a) Voting or registration to vote;

(b) Employment in any position normally filled by a student;

(c) The lease of living quarters;

(d) Admission to a licensed practicing profession in Oregon;

(e) Automobile registration;

(f) Public records, for example, birth and marriage records, Oregon driver’s license;

(g) Continuous presence in Oregon during periods when not enrolled in school;

(h) Ownership of property in Oregon or the payment of Oregon income or other Oregon taxes; or

(i) Domicile in Oregon of the student’s spouse.

(3) Reliance upon non-Oregon resources for financial support is an inference of residency in another state.

Evidence of Financial Dependency

(1) In determining whether a student is financially dependent, a student must provide:

(a) Evidence of established domicile of the person claiming the student as a dependent; and

(b) The identification of the student as a dependent on the federal and state income tax returns of the person claiming the student as a dependent. Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the institution.

(2) A student who provides evidence that he or she is a financially dependent person under these rules shall not be required to establish a 12-month domicile prior to classification of resident status, provided such a student may not be classified as a resident while receiving financial assistance from another state or state agency for educational purposes.

Residence Classification of Armed Forces Personnel

(1) For purposes of this rule, members of the armed forces means officers and enlisted personnel of:

(a) The Army, Navy, Air Force, Marine Corps, and Coast Guard of the United States;

(b) Reserve components of the Army, Navy, Air Force, Marine Corps, and Coast Guard of the United States;

(c) The National Guard of the United States and the Oregon National Guard.

(2) Active members of the armed forces and their spouses and dependent children shall be considered residents for purposes of the instructional fee if the members:
(a) Reside in this state while assigned to duty at any base, station, shore establishment, or other facility in this state;

(b) Reside in this state while serving as members of the crew of a ship that has an Oregon port of shore establishment as its home port or permanent station; or

(c) Reside in another state or a foreign country and file Oregon state income taxes no later than 12 months before leaving active duty.

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

(4) An Oregon resident who has been in the armed forces and assigned on duty outside of Oregon, including a person who establishes residency under section (2)(c) of this rule, must, within a reasonable time, demonstrate an intent to retain classification as an Oregon resident. Such intent may be shown by returning to Oregon within six months after completing service in the armed forces.

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

(6) The dependent child and spouse of a person who is a resident under section (2) of this rule shall be considered an Oregon resident. "Dependent child" includes any child of a member of the armed forces who:

(a) Is under 18 years of age and not married, otherwise emancipated or self-supporting; or

(b) Is under 23 years of age, unmarried, enrolled in a full-time course of study in an institution of higher learning, and dependent on the member for over one-half of his/her support.

**Residence Classification of Members of Oregon Tribes**

(1) Students who are enrolled members of federally recognized tribes of Oregon or who are enrolled members of a Native American tribe which had traditional and customary tribal boundaries that included parts of the state of Oregon or which had ceded or reserved lands within the state of Oregon shall be assessed resident tuition regardless of their state of residence.

(2) For purposes of this rule, the federally recognized tribes of Oregon are:

(a) Burns Paiute Tribe;

(b) Confederated Tribes of Coos, Lower Umpqua and Siuslaw;

(c) Confederated Tribes of Grand Ronde Community of Oregon;

(d) Confederated Tribes of Siletz Indians of Oregon;

(e) Confederated Tribes of the Umatilla Indian Reservation;

(f) Confederated Tribes of the Warm Springs Indian Reservation;

(g) Coquille Indian Tribe;

(h) Cow Creek Band of Umpqua Indians;

(i) Klamath Tribes.

(3) For purposes of this rule, the Native American tribes which had traditional and customary tribal boundaries that included parts of the state of Oregon or which had ceded or reserved lands within the state of Oregon are:

(a) CALIFORNIA:

(A) Benton Paiute Tribe;

(B) Big Bend Rancheria;

(C) Big Lagoon Rancheria;

(D) Blue Lake Rancheria;

(E) Bridgeport Indian Colony;

(F) Cedarville Rancheria;

(G) Fort Bidwell Indian Tribe;

(H) Hoopa Valley Tribe;

(I) Karuk Tribe of California;

(J) Likely Rancheria;

(K) Lookout Rancheria;

(L) Lytton Rancheria;

(M) Melochundum Band of Tolowa Indians;

(N) Montgomery Creek Rancheria;

(O) Pit River Tribe;

(P) Quartz Valley Indian Community;

(Q) Redding Rancheria;

(R) Roaring Creek Rancheria;

(S) Smith River Rancheria;

(T) Susanville Rancheria;

(U) Tolowa-Tututni Tribe;

(V) Winnemucca Colony;

(W) XL Ranch;

(X) Yurok Tribe.

(b) IDAHO:

(A) Nez Perce Tribe of Idaho;

(B) Shoshone-Bannock Tribes.

(c) NEVADA:

(A) Duck Valley Shoshone-Paiute Tribes;

(B) Fallon Paiute-Shoshone Tribe;

(C) Fort McDermitt Paiute-Shoshone Tribe;

(D) Lovelock Paiute Tribe;
Changes in Residence Classification

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

(2) A financially dependent student who is dependent on a person who establishes a permanent Oregon residence as defined in OAR 580-010-0030(2) during a term when the dependent student is enrolled at an OUS institution may register as a resident at the beginning of the next term.

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

(4) A person who seeks classification as a resident under these rules shall complete and submit a notarized Residence Information Affidavit. The affidavit and all required supportive documents and materials must be submitted by the last day to register for the term in which resident status is sought.

(5) No other institution is bound by any determination of residency except by duly authorized officials under procedures prescribed by these rules including timely submittal of the notarized affidavit.

Review of Residence Classification Decisions

An interinstitutional residency committee (IRC) is established consisting of the officers who determine student residence classification at each university that applies this residency procedure. The chair of the committee shall rotate among the universities with no chair serving more than two consecutive years. A majority of the members of the committee shall constitute a quorum. A majority of a quorum may make recommendations.

Residence cases of unusual complexity, especially where there may be conflict of rules, may be referred to by the originating classification officer to the IRC for its recommendation.

Any person who is aggrieved by the originating classification officer's classification decision may, within 10 days of the date of mailing or other service of the classification decision, request that the IRC review the classification and make recommendations to the registrar or designee of the originating university. The appeal must be in writing and shall be filed with the originating university. An aggrieved person may supply written statements to the IRC for consideration in reviewing the case and may also make oral presentation to the IRC on a date to be scheduled by the IRC. The IRC shall make a recommendation to the registrar or designee of the originating university. That registrar or designee shall then issue a decision. The decision of the registrar or designee shall be final unless appealed.

A person dissatisfied with the decision of the registrar or designee may, within 10 days of the date of mailing or other service of the decision, appeal the decision to the president or designee of the originating university. An appeal shall be in writing only. The decision of the president or designee shall be final.

A person granted a meritorious hardship exception to residency under the Oregon Administrative Rules regarding residency prior to July 1, 1990, shall not lose the exception solely because of the repeal of the exception authorization.

Registration and Academic Policies

Susan M. Eveland, University Registrar
541-346-2935
541-346-6682 fax
220 Oregon Hall
registrar@uoregon.edu
Student Records Policy

In compliance with the Family Educational Rights and Privacy Act, the University of Oregon has formulated the Student Records Policy to outline the proper handling and release of student educational records. The following is a summary of that policy.

The university maintains only student records relevant to the educational or related purposes of the university. Students enrolled in the university generally have the right to inspect educational records maintained by the university that directly affect them. Those records are not released to anyone other than the student without the signed, written consent of the student, with the following exceptions:

1. University personnel who have legitimate interests
2. Officials at another school where the student seeks to enroll or is already enrolled
3. At the direction of a court
4. In situations of health or safety emergency
5. The disclosure is information designated as directory information

Upon request, the university releases directory information about the student, but the student may request, in writing, that such information not be released. Contact the Office of the Registrar for details about making a request for nonrelease.

The full text of the Student Records Policy is available from the Office of the Registrar and on the registrar’s website.

Academic Year

The university divides the academic year into three terms of approximately 11 weeks each (except for the School of Law, which uses a semester calendar).

The summer session supplements the work of the fall, winter, and spring terms; announcements are issued for that session.

Students may enter the university at the beginning of any term, with the exception of architecture students, who should see Application Deadlines under Admissions. The university’s new-student orientation, IntroDUCKtion, is held in July and August for freshman and transfer students who enter fall term. All new students are urged to attend; students who do not attend IntroDUCKtion are oriented and register for classes during the Week of Welcome. See the Academic Calendar for other important dates during the current academic year.

Students are held responsible for familiarity with university requirements governing such matters as registration, add/drop deadlines, academic standards, student activities, student conduct, and organizations. Academic regulations are listed on the registrar’s website.

About the UO Catalog

This publication, the 2017–18 University of Oregon Catalog, is a statement of university rules, regulations, and calendars that goes into effect at the opening of fall term 2017. Changes to the university curriculum that were made through spring term 2017 are reflected in the academic sections of the catalog. Bachelor’s Degree Requirements, in this section of the catalog, have been updated to reflect curriculum changes that were made through spring term 2017.

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, provided the catalog has not expired. 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 determined by the academic departments and programs; requirements are subject to change for students who are not continuously enrolled. See Catalog Expiration and Requirements Policies in the Reader’s Guide to the Catalog section for more information.

Undergraduate and graduate degrees and certificates are listed in the Degrees, Majors, Minors, and Certificates section of this catalog. For details about graduate degrees, see the Graduate School section.

Grading Systems

The university has two grading systems. When regulations permit, a student may elect to be evaluated for a course with a letter grade or pass/no pass (P/N). Letter-graded work is designated A, B, C, D, or F. Pass/no pass work is designated P or N. An asterisk after the P or N indicates that the course is offered P/N only. See Bachelor’s Degree Requirements for regulations on graded credits.

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

Students must choose their grading option at the time of registration and are permitted to change it only within the period allowed.

Students who register and never attend or participate in a course and students who attend and participate in part of the course but do not complete the course requirements will receive a grade of F or N, based on the grading option in registration.

Graded

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

Pass/No Pass

Courses that are offered pass/no pass only are assigned P* or N* grades. Courses offered for letter grades or pass/no pass use P or N grades without an asterisk.

Student work may be graded as follows: P (pass), satisfactory performance (C– or better for undergraduate course work, B– or better for graduate course work), or N (no pass), unsatisfactory performance, no credit awarded (D+ or worse for undergraduate course work, C+ or worse for graduate course work). The class schedule designates courses that are offered only pass/no pass. Passing credits are also awarded for advanced placement and College-Level Examination Program work and for work taken at another collegiate institution when that institution has already recorded a pass/no pass mark or if the registrar’s staff cannot equate the quality of the work to the UO grading system.

Marks

AU (Audit)

Student-initiated mark. Audit enrollments are recorded on the student’s academic record, but no credit is earned by audit. Audited classes do not satisfy degree requirements, nor do they count toward the Graduate School’s continuous enrollment requirement.
I (Incomplete). Instructor-Initiated Mark
A mark of I may be issued when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. Faculty and students should develop a contract outlining the requirements and specific deadlines for making up the incomplete. Contracts should be filed in the faculty member’s departmental office.

Incompletes Assigned to Undergraduate Students Prior to Winter Term 2005
Incompletes assigned prior to winter term 2005 will remain on the academic record and cannot be removed.

Incompletes Assigned to Undergraduate Students Beginning Winter Term 2005
Effective winter term 2005, undergraduate students have one calendar year to make up an incomplete mark assigned by a UO faculty member. Earlier deadlines may be set by the instructor, dean, or department head. Failure to make up the incomplete by the end of one calendar year will result in the mark of I automatically changing to a grade of F or N. Exception: students approved to reserve credit for a graduate degree follow the graduate student policy for those courses.

For students graduating, removal of incompletes awarded must be submitted on DuckWeb no later than the Friday following exam week of the graduating term. Incompletes awarded will be automatically changed to a grade of F or N prior to conferment of the degree. Grade changes must be submitted no later than thirty days after the degree is awarded. Grades of F or N will remain on the academic record after the degree is awarded and cannot be removed.

Incompletes Assigned to Graduate Students
Graduate students must convert incompletes within one calendar year of the assignment of the incomplete. Students may request additional time for the removal of the incomplete by submitting a petition stating the course requirements that were not initially completed, with the instructor’s signature, to the dean of the Graduate School for review. This policy does not apply to incompletes routinely assigned to courses applying to the completion of research (601), thesis (503), dissertation (603), and terminal or master’s projects (609, 709, AAAP 611, ARCH 619, BA 740, CRES 611, IARC 611, LA 699, and LT 611).

For students graduating, removal of incompletes awarded must be submitted on DuckWeb no later than the Friday following exam week of the graduating term. Grade changes must be submitted no later than 30 days after the degree is awarded. Incompletes will remain on the academic record after the degree is awarded and cannot be removed.

W (Withdrawal)
Student-initiated mark. Students may withdraw from a course through web registration. See the online class schedule for deadlines.

X (No Grade Reported)
Registrar-initiated mark. The instructor did not report a grade for the student.

Y (No Basis for Grade)
Instructor-initiated mark used prior to fall 2017. There is no basis for evaluating the student’s performance.

Effective fall 2017, the Y mark is no longer used. Instructors issue a grade of F or N, as indicated by the grading option, to students who register and never attend or participate in the course, and to students who attend and participate in part of the course but do not complete all course requirements.

Grade Point Average
For terms prior to fall 2016, grades for courses taken at the University of Oregon appear on both the official and unofficial transcript and are included in the term and cumulative GPA calculation.

Effective fall 2016, grades for undergraduate courses taken at the University of Oregon appear on both the official and unofficial transcript and are included in the term GPA calculation. However, for undergraduate courses not designated as repeatable for credit, only the second grade earned of a repeated course is calculated into the cumulative GPA. Credit for nonrepeatable courses is given only once.

Grades recorded as a result of sanctions and/or academic misconduct are included in the cumulative GPA and will not be excluded in any event of repetition. Conduct grades may not be petitioned.

Four points are assigned for each credit of A, three points for each credit of B, two points for each credit of C, one point for each credit of D, and zero points for each credit of F. The plus sign increases the points assigned the letter grade by 0.3 per credit, and the minus sign decreases the points assigned the letter grade by 0.3 per credit. The grade point average is calculated by dividing total points by total credits of A, B, C, D, and F. Marks of AU, I, W, X, Y, and the grades of P and N are disregarded in the computation of the grade point average.

Academic Standing
When there is evidence of lack of satisfactory progress toward meeting graduation requirements, the Scholastic Review Committee may place students on academic probation or disqualify them from attendance at the university. For information and assistance, students should inquire at the Office of Academic Advising, 364 Oregon Hall.

After grades are processed at the end of each term, term and cumulative UO GPAs are calculated for each undergraduate student, admitted or nonadmitted. A student’s academic standing is based on attempted and earned hours and on the term and cumulative UO GPAs.

If a grade change affects the student’s term and cumulative UO GPAs and academic standing, the student should ask the instructor to submit the grade change through DuckWeb immediately. Retroactive changes to a term’s academic standing are made only to remove probation from the term record and only if grade changes are submitted by the last day to register and add classes for the following term. If grade changes that affect GPAs and academic standing are submitted later than this, the student’s probation standing for the previous term is not amended.

Academic Warning. Students receive an academic warning when the UO term GPA is between 0.00 and 1.99, inclusive, even if the UO cumulative GPA is 2.00 or higher. This notation is not recorded on the student’s official academic transcript, but does appear on the unofficial transcript. Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification.
Academic warning is given as a courtesy to advise students of potential academic difficulty. Academic probation does not depend on the student receiving prior notice of academic warning.

**Academic Probation**

Academic probation is earned and the notation "Academic Probation" is recorded on the student's academic transcript whenever the following conditions exist:

1. When the UO cumulative GPA is lower than 2.00. Students who have earned 44 or fewer credits are allowed two terms of probation before they are subject to disqualification. Students with more than 44 credits are only allowed one term of probation before they are subject to disqualification. Students on academic probation whose UO cumulative GPA is lower than 2.00 and whose UO term GPA is 2.00 or higher remain on academic probation.

2. When students have received academic warning for two consecutive terms and their subsequent UO term GPAs are between 0.00 and 1.99, inclusive, even if the UO cumulative GPA is above a 2.00. Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification.

Students on academic probation are limited to a study load of no more than 15 credits. Incoming students may be admitted on academic probation and are notified when such action has been taken; these students may be subject to disqualification after a single term of probation.

**Academic Disqualification**

Academic disqualification is earned and the notation "Disqualification" is recorded on the student's academic transcript whenever the following conditions exist:

1. Students on academic probation for having a UO cumulative GPA lower than 2.00 who earn a UO term GPA lower than 2.00 in their next term.

2. Students on academic probation for having a term GPA below 2.00 after two consecutive terms on academic warning and who earn less than a 2.00 term GPA for the fourth consecutive term. Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification.

Students may apply for reinstatement after disqualification by contacting the Office of Academic Advising. Petitions are reviewed to determine the probability that a student can satisfactorily complete the requirements of a degree program. The student may enroll during the academic year after two consecutive terms on academic warning and who earn less than a 2.00 term GPA for the fourth consecutive term. Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification.

Exceptions to Academic Regulations

1. Two standing university committees review requests in writing for exceptions to university rules, regulations, deadlines, policies, and requirements: the Academic Requirements Committee and the Scholastic Review Committee. For information about how to submit a petition to the Academic Requirements Committee, inquire at the Office of the Registrar, 220 Oregon Hall; call 541-346-2935. For information about how to submit a petition to the Scholastic Review Committee, inquire at the Office of Academic Advising, 364 Oregon Hall; call 541-346-3211.

2. For information about removal from academic probation and academic reinstatement options, inquire at the Office of Academic Advising.

**Registering for Classes**

**Class Schedule**

The class schedule is published online two weeks prior to priority registration each term. The schedule lists courses offered for the term. Dates, deadlines, procedures, and information about tuition and fees can be found on the registrar's website.

**Registration**

A registration period takes place before the start of classes each term; the dates are published in advance. Students are not officially registered and are not entitled to attend classes until they have completed the prescribed registration procedures. Students must minimally be registered for "audit" to sit in on classes.

Once registered, students are academically and financially responsible for their course enrollments until they officially withdraw. Withdrawal after the term begins results in some financial liability. Appropriate withdrawal procedures are explained on the registrar's website.

**New Student Registration**

Entering undergraduate students should plan to attend IntroDUCKtion, offered in July and August. After being notified of admission to the University of Oregon for fall term, new students receive information about this program. Space is limited, and the sign-up deadline is in June. Students admitted in terms other than fall term will attend an orientation session specific to the term for which they are admitted.

**Reenrollment**

Admitted undergraduate students who plan to register any time during an academic year after an absence of four or more terms, not including summer session, must notify the Office of the Registrar by filing a reenrollment form, available on the registrar's website.

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

**Summer Session**

Nonadmitted students planning to register for summer session should file the registration eligibility form, which is provided on the Summer Session website, uosummer.uoregon.edu. The form is also available from the Academic Extension office or the Office of the Registrar. Nonadmitted students who were enrolled spring term one year earlier or after that term will not need to submit this form. Admitted undergraduate or graduate students may register without making any special request, subject to the normal reenrollment policies for their student level. Disqualified undergraduate students must file a reenrollment form if they have not enrolled during the preceding academic year.
Transcripts
Students are required to send official transcripts to the Office of the Registrar for any academic work taken at other institutions while completing their baccalaureate degree program. A student's official UO academic record must be kept complete at all times. Exceptions are made only for special and provisional students who are formally admitted under individual arrangements, and for summer transient and community education students who are not formally admitted. Failure to file required records can result in the cancellation of admission or registration; disciplinary action may be initiated and sanctions may be imposed by the university.

Nonrepeatable Courses
Undergraduate students may not (without prior approval by the Academic Requirements Committee) register for nonrepeatable courses in which they are currently enrolled or for which they have already earned a Pass or C or better at the UO or from a transferring institution. Students may register for a nonrepeatable course for which they have already earned a No Pass or C– or less at the UO or from a transferring institution without prior approval. Additional information is available on the registrar's website.

Alternate Ways to Earn Credit
The university has established programs through which students may earn credit toward graduation and, at the same time, decrease the cost and time required for standard undergraduate study. Brief descriptions of these programs appear below. Additional information is available from the Office of the Registrar.

Advanced Placement
Students who receive satisfactory grades in advanced placement examinations administered by the College Board may, on admission to the university, be granted credit toward a bachelor's degree in comparable university courses. Information about credit awarded and scores required is available from the registrar's website.

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 calculus, chemistry, economics, French, German, literature, Spanish, and sociology. Once a student is admitted to the university, it accepts as transfer credit the successful completion of CLEP subject examinations by students. More information is available online on the registrar's website (http://registrar.uoregon.edu/current-students/alternative-ways-to-earn-credit) and at testing.uoregon.edu.

Community Education Program
Individuals who want to enroll for 8 credits or fewer per term in university courses without formally applying for admission may do so through the Community Education Program. Part-time students of all ages choose from a variety of courses. More information is available at the Academic Extension office located at the Baker Downtown Center, 975 High St., Suite 110, 541-346-5614.

Credit by Examination
Credit by examination allows formally admitted undergraduate students to challenge undergraduate university courses without registering for the courses. Students seeking to receive credit by examination must be registered for the term in which the exam is given. Credit by examination may be earned only in courses whose content is identified by title in the University of Oregon catalog. Students should contact the Office of the Registrar to determine eligibility for credit by examination. If eligible, students will be issued an examination form. Students then obtain faculty and department approvals before the exam can be scheduled. Students are billed an examination fee of $25 per credit.

Successful credit by examination is shown as transfer credit on the UO transcript and may be recorded as a pass (P) or graded (A, B, C, D), consistent with the options listed in the class schedule. Credit by examination may not be counted toward the satisfaction of the graduation residency requirement or for fulfillment of the requirement to complete 45 credits graded A, B, C, D at the University of Oregon. However, credit by examination may be counted toward the requirement to complete 168 credits graded A, B, C, D, P* from all institutions attended.

The following are not available for credit by examination:
• Courses numbered 0–99: Field Studies (196); Workshop, Laboratory Projects, or Colloquium (198); Special Studies (199); courses numbered 200 or 399–410
• First-year second-language courses
• 100-level mathematics courses and MATH 211, MATH 212, MATH 213
• English composition courses (WR 121, WR 122, WR 123)
• An elementary language course taught in the student’s native language
• A course for which a CLEP examination is available
• A course that substantially duplicates credit already earned
• A course that is more elementary in nature than credit already earned
• A course in which the student is already enrolled for credit
• A course for which the student has received a grade of A, B, C, D, P, P*, I, X, or Y
• A course for which the student has already taken and failed an examination for credit

Contact the Office of the Registrar for more information.

International Baccalaureate
Students who receive satisfactory grades in International Baccalaureate examinations may, on admission to the university, be granted credit in comparable university courses toward a bachelor’s degree. Credit can be earned, for example, in art, biology, business, chemistry, Chinese, computer science, economics, English, French, German, history, geography, Japanese, Chinese, mathematics, music, physics, psychology, social and cultural anthropology, Spanish, Swedish, and theater arts. A complete list of university credit earned by International Baccalaureate examinations is available from the registrar’s website.

Military Credit
The university generally grants credit for military education experiences as recommended by the American Council on Education’s Guide to the Evaluation of Educational Experiences in the Armed Services, and in accordance with University of Oregon policies regarding transfer credits. Students may request evaluation of credits earned through the Community College of the Air Force, Defense Language Institute, or military education. Students must submit official copies of college transcripts or a Certificate of Completion from the Defense Language
Bachelor's Degree Requirements

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

University Requirements

Credits

The bachelor of arts, bachelor of science, bachelor of education, bachelor of music, and bachelor of music in music education degrees require a total of 180 credits with passing grades. The bachelor of fine arts and bachelor of landscape architecture require a total of 220 credits. The bachelor of interior architecture requires a total of 225 credits, and the bachelor of architecture requires a total of 231 credits.

Concurrent Degrees

Concurrent degrees are awarded under the following conditions:

1. The second degree may be offered by the same school or college.
2. The student completes the departmental requirements for each major.
3. The student completes the general-education requirements for each degree.
4. The student completes a minimum of 36 credits at the UO beyond those required for the degree that has the highest credit requirement.
5. The student applies for the first degree on DuckWeb and submits a request to the Office of the Registrar for the second degree.

Not all colleges or schools permit concurrent degrees; the Undergraduate Council reviews and approves all concurrent degrees offered within the same college or school.

Academic Major

All bachelor's degrees must be awarded with a major. Minimum requirements are 36 credits in the major, including 24 in upper-division work. Specific requirements are listed under individual departments.

A student may be awarded a bachelor's degree with more than one major by completing the general university degree requirements for the designated majors and degree and all requirements in each major as specified by the major departments, schools, or colleges.

Declaring a Major (First-Time, Full-Time Freshman Students)

1. Undergraduates who matriculated into the UO as first-time, full-time freshmen, should declare a major by the end of the fourth week of their sixth term of enrollment (typically spring term of the second year at Oregon).
2. Students who have not declared a major by the end of the fourth week of the sixth term of enrollment will need to see an advisor and receive a personal identification number (PIN) before they can register for the next term’s classes. Advisors can either assist students in choosing a major or grant an exception and help students develop a plan to declare a major.

Declaring a Major (Transfer Students)

1. Transfer students should declare a major by the end of the fourth week of the third term of enrollment at Oregon.

2. Transfer students who have not declared a major by the end of the fourth week of the third term of enrollment at the UO will need to see an advisor and receive a PIN before they can register for the next term’s classes. Advisors can either assist students in choosing a major or grant an exception and help students develop a plan to declare a major.

Academic Minor

Unless specified by a particular department, a minor is not required for a bachelor’s degree. Students choosing to complete a minor must earn a minimum of 24 credits, including 12 in upper-division work.

Minor requirements, including residency, are listed under department headings. A minor may be awarded only at the time a bachelor’s degree is conferred.

Upper-Division Work

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

Residency

After completing 120 of the 180 required credits, 160 of the 220 required credits, 165 of the 225 required credits, or 171 of the 231 required credits, each student must complete at least 45 credits of UO courses in residence at the university.

Total Credits of A, B, C, D, P*

Students must earn 168 transfer or University of Oregon credits with grades of A, B, C, D, or P*. Credits earned in courses offered only pass/no pass use the P* designation.

UO Credits of A, B, C, D

A minimum of 45 credits graded A, B, C, or D must be earned at the University of Oregon. Courses required in the major and designated in the class schedule as pass/no pass (P/N) only may be counted toward the 45-credit requirement only if the 168-credit requirement has been satisfied.

Satisfactory Work

Graduation from the university requires a minimum UO cumulative grade point average of 2.00.

Written English

Two courses (College Composition I (WR 121) or WR 121) and either College Composition II (WR 122) or College Composition III (WR 123) or equivalents) passed with grades of C– or better or P are required for all undergraduate degrees. For placement, prerequisites, or exemption, see policies in the English section of this catalog.

Requirements for Bachelor of Arts and Bachelor of Science

Students must choose to graduate with a specific degree and major (for example, bachelor of arts with a major in chemistry or bachelor of science with a major in chemistry). See degrees listed in the Degrees, Majors section of this catalog.
Bachelor of Arts Requirements
The bachelor of arts (BA) degree requires proficiency in a second language. The second-language requirement may be met in one of the following ways:

1. Completion of at least the third term, second year of a second-language course taught in the language, with a grade of C– or better or P.
2. Satisfactory completion of an examination administered by the appropriate language department, showing language proficiency equivalent to that attained at the end of two years of college study.
3. For students whose native language is not English: providing official high school or official college transcripts to the Office of the Registrar as evidence of formal training in the native language and completion of College Composition I (WR 121) and either College Composition II (WR 122) or College Composition III (WR 123) with grades of C– or better or P.

Bachelor of Science Requirements
The bachelor of science (BS) degree requires proficiency in mathematics or computer and information science or a combination of the two. The requirement may be satisfied in one of the following ways, depending on the student's experience in mathematics. Courses must be completed with grades of C– or better or P.

1. Students with a limited background in mathematics can complete the requirement with any of the combinations of three courses listed below. Inquire at the Office of Academic Advising for other possible combinations.

**Option 1**
Select three of the following:

- MATH 105 University Mathematics I
- MATH 106 University Mathematics II
- MATH 107 University Mathematics III
- MATH 111 College Algebra

**Option 2**
- MATH 105 University Mathematics I
- MATH 111 College Algebra
- MATH 243 Introduction to Methods of Probability and Statistics

**Option 3**
- MATH 111 College Algebra
- MATH 241–242 Calculus for Business and Social Science I-II

**Option 4**
- CIS 105 Explorations in Computing
- CIS 122 Introduction to Programming and Problem Solving
- MATH 111 College Algebra

**Option 5**
- CIS 105 Explorations in Computing
- CIS 111 Introduction to Web Programming
- MATH 111 College Algebra

2. Students who placed above the College Algebra (MATH 111) level on the mathematics placement test may complete the requirement with any two courses chosen from the following:

- MATH 112 Elementary Functions
- MATH 241 Calculus for Business and Social Science I
- MATH 425 Statistical Methods I

3. Students who have College Algebra (MATH 111) skills and an additional prerequisite course or appropriate skills may complete the requirement with one course chosen from the following:

- MATH 231 Elements of Discrete Mathematics I
- MATH 242 Calculus for Business and Social Science II
- MATH 246 Calculus for the Biological Sciences I
- MATH 251 Calculus I
- MATH 261 Calculus with Theory I
- CIS 210 Computer Science I
- CIS 211 Computer Science II
- CIS 212 Computer Science III

4. Satisfactory completion of MATH 211–213.

Group Requirements
To promote educational breadth, bachelor's degree candidates are required to complete work in each of three groups representing comprehensive fields of knowledge: arts and letters, social science, and science. Approved group-satisfying courses must be at least 3 credits each.

The current list of group-satisfying courses is available online at registrar.uoregon.edu/group_courses.

"One Course" Restriction
Students may use only one course that has the same subject code as their major to fulfill group requirements.

"Double-Dipping" Restriction
Students may not use courses that fulfill the second-language requirement for the bachelor of arts degree to fulfill the arts and letters group requirement. Courses used to demonstrate proficiency in mathematics or in computer and information science or in a combination of the two for the bachelor of science degree may not also be used to fulfill the science group requirement.

Group Requirements for Specific Degrees
1. Bachelor of Arts, Fine Arts, or Science. Students must complete a minimum of 45 credits—15 of those credits in approved group-satisfying courses in each of three general-education groups: arts and letters, social science, and science. Each group must include (a) at least two courses with the same subject code and (b) at least one course with a different subject code. No more than three courses with the same subject code may be used to fulfill the 45-credit requirement.

2. Bachelor of Architecture, Education, Interior Architecture, Landscape Architecture, Music, or Music in Music Education. Students must complete a minimum of 36 credits—12 of those credits in approved group-satisfying courses in each of three general-education groups: arts and letters, social science, and science. Each group must include at least two courses with different subject codes. Two groups must each include at least two courses with the same subject code.
subject code. No more than three courses with the same subject code may be used to fulfill the total 36-credit requirement.

Substituting a Minor or Second Major
Some minors or second majors may be used to satisfy part of one group requirement. Students should consult their advisors or the Office of the Registrar for more information.

Multicultural Requirement
The purpose of the multicultural requirement is to introduce students to the richness of human diversity and to the opportunities and challenges of life in a multicultural society.

Bachelor’s degree candidates must complete one course in two of the following categories: A: American cultures; B: identity, pluralism, and tolerance; C: international cultures. A minimum of 6 credits in approved courses must be earned.

Category A: American Cultures
The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

Category B: Identity, Pluralism, and Tolerance
The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in Category A, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Category C: International Cultures
The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B—namely, race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance—or explicitly describe and analyze a worldview—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 20th- and 21st-century United States.

Study-abroad programs that are ten weeks or longer automatically satisfy the Category C requirements. Programs between five and nine weeks in duration may qualify if specific criteria are met. Contact Global Education Oregon (http://geo.uoregon.edu) for further information.

The current list of courses that satisfy the multicultural requirement is available online at registrar.uoregon.edu/group_courses.

General Limitations
1. A maximum of 124 credits may be earned in correspondence study
2. A maximum of 60 credits may be earned in correspondence study
3. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree
4. A maximum of 24 credits may be earned in the following areas (a, b, and c) with not more than 12 in any one area:
   a. Lower-division professional-technical courses
   b. Physical education and dance activity courses
   c. Performance in music (MUP), except for majors in music
   d. Applied and/or experiential courses, courses focusing on academic support skills, or career and professional development courses
5. For music majors, a maximum of 24 credits in music performance (MUP), of which not more than 12 may be taken in the student’s freshman and sophomore years, may count toward requirements for the BA or BS degree
6. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the BA or BS degree
7. A maximum of 12 credits in University Teaching and Learning Center courses (subject code TLC) and a maximum of 12 credits in field experience courses—whether earned at the UO or transferred—may be counted toward the bachelor’s degree. These limits (12 credits in TLC courses, 12 credits in field experience courses) are independent of the limits of category 4(d)
8. University of Oregon academic records are sealed thirty days after the conferral of a degree. After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made
9. Undergraduate credits earned through credit by examination (course challenge), Advanced Placement Program (AP), International Baccalaureate Program (IB), and the College-Level Examination Program (CLEP) are counted toward the satisfaction of bachelor’s degree requirements except residency and the 45 UO credits graded A, B, C, D. The university grants pass credit for successful completion of AP, IB, and CLEP examinations
10. Courses cannot be repeated for credit unless designated as repeatable by the University of Oregon Committee on Courses. Credit for duplicated courses is deducted, but grades for these courses are included in the GPA. Effective Fall 2016: grades for courses taken in fall 2016 or after at the University of Oregon are included in the term GPA calculation. However, only the second attempt of the repeated course is calculated into the cumulative GPA. Credit for nonrepeatable courses is awarded only once.
11. No courses are available for credit to students whose competence in that area exceeds the scope of a particular course; departments determine whether credit will be deducted
12. Students may not receive credit for courses that are prerequisites for courses in which they are currently enrolled
13. Students may not receive credit for courses that are prerequisites for courses for which they have already received credit
14. Students must be enrolled with degree-seeking status in order to earn a certificate; certificates are only awarded at the time the degree is awarded

Second Bachelor’s Degree
A student who has been awarded a bachelor’s degree from an accredited institution may earn an additional bachelor’s degree at the University
of Oregon. The student must satisfactorily complete all departmental, school, or college requirements for the second degree. Of these requirements, the following must be completed after the prior degree has been awarded:

1. The student must complete an additional 36 credits at the university as a formally admitted student if the prior bachelor’s degree was awarded by the University of Oregon, or an additional 45 credits at the university if the prior bachelor’s degree was awarded by another institution
2. A minimum cumulative UO GPA of 2.00 in courses taken for the second bachelor’s degree is required for the second bachelor’s degree
3. A minimum of 18 credits must be graded A, B, C, D if the prior bachelor’s degree was earned at the University of Oregon, or 23 credits if at another institution
4. At least 75 percent of all course work required in the major for the second degree must be completed after the conferral of the most recent bachelor’s degree
5. The bachelor of arts degree requires proficiency in a second language. Students whose native language is not English may satisfy this requirement by providing official high school transcripts or official college transcripts as evidence of formal training in the native language and satisfactorily completing College Composition I (WR 121) and either College Composition II (WR 122) or College Composition III (WR 123). The bachelor of science degree requires proficiency in mathematics and/or computer and information science
6. Students pursuing the bachelor of fine arts degree must complete either the bachelor of arts proficiency in a second language or the bachelor of science proficiency in mathematics and/or computer and information science

**Bachelor’s Degree with Honors**

Information about Latin honors, academic honors, and honor societies is listed in the Honors and Awards section of this catalog. Fellowship and scholarship information is in the Student Financial Aid and Scholarships (p. 28) and departmental sections of this catalog.

**Oregon Transfer Module**

The Oregon Transfer Module (OTM) provides a one-year curriculum for students who plan to transfer to a State of Oregon university or community college. The module allows students to complete one year of general-education foundation course work that is academically sound and readily transferable within Oregon. Although the OTM is not a certificate or degree, it documents that students have met a subset of common general-education requirements at all Oregon two- and four-year public institutions of higher education.

Students should work closely with the Office of Academic Advising to ensure selection of appropriate course work. Upon transfer, students may be required to complete additional course work in general education, in an academic major, or in bachelor’s degree requirements specific to the receiving institution. Students who transfer prior to the completion of the OTM will have their courses individually evaluated by the receiving institution, and may find that some individual courses are transferable, whereas others are not.

**Transferring to the University of Oregon with an OTM**

Students transferring to the University of Oregon with an OTM from another institution will have completed 45 credits of the university’s general-education requirements.

**Earning an OTM at the University of Oregon**

To receive an OTM at the University of Oregon, students must complete a minimum of 45 credits—in residence at the UO—in foundational skills (writing, oral communication, and mathematics) and introduction to the disciplines (arts and letters, social sciences, and sciences). All courses must be completed with a grade of C– or better and students must have a minimum cumulative GPA of 2.00 at the time the OTM is posted on the transcript.

**Application for an Undergraduate Degree**

Undergraduates who plan to receive a bachelor’s degree from the University of Oregon must submit an application through DuckWeb, the university's online information system, by the fourth Sunday of the anticipated term of graduation.

The Office of the Registrar encourages students to apply to graduate the term preceding their graduation term. This allows students to plan or change their final term’s course schedule to ensure completion of all requirements.

Students who have been academically disqualified must petition for reinstatement to the Scholastic Review Committee to graduate. Students who are out of status due to suspension or expulsion cannot be awarded a degree until they are officially back in status with the university.

All grade changes, removals of incompletes, and transfer work necessary for completion of degree requirements must be on file in the Office of the Registrar by the Friday following the end of the term of graduation. Academic records are sealed thirty days after the conferral of a degree; no changes to the record will be made following that date.

Students who do not apply to graduate will not receive retroactive degrees even if degree requirements were completed at an earlier date.

Applications for graduate degrees are available from the Graduate School.

**Tuition and Fees**

Kelly Wolf, Director, Office of Business Affairs
541-346-3170
Oregon Hall, First Floor

**Tuition**

Tuition is a basic charge paid by students enrolled at the University of Oregon. It includes instruction costs, health service fees, incidental fees, technology fee, building fees, registration fee, and recreation center bond fee. Except in the School of Law, for a full-time student in 2016–17, the health service fee was $173.75, the incidental fee was $233.75, the recreation center fee was $59.75, the recreation center bond fee was $38.00, the Erb Memorial Union fee was $67.00, and the building fee was $45.00. Each law student paid a $261.00 health service fee, a $351.00 incidental fee, a $90.00 recreation center fee, a $57.00 recreation bond fee, a $101.00 Erb Memorial Union fee, and a $68.00 building fee. Each admitted student, at the time of first enrollment, is assessed a
matriculation fee of $389.00 to cover the cost of enrollment services. The fees are subject to change for 2017–18.

Payment of tuition entitles students to many services including instruction in university courses, use of the university libraries, use of laboratory and course equipment and certain materials in connection with courses for which students are registered, use of various microcomputer laboratories, medical attention at the University Health Center at reduced rates, and use of gymnasium equipment and laundry service for physical activity courses. Additional fees may be assessed for some services and courses. No reduction is made for students who do not want to use some of these services.

Tuition for resident and nonresident law students is listed in the School of Law catalog, available free from the UO School of Law. Health services and some incidental fee benefits are not available to students enrolled in the Community Education Program.

Tuition is paid by students under the standard conditions of undergraduate or graduate study, and it is payable as specified in official notices during registration each term. Special fees are paid under the conditions noted. The university’s policies on student charges and refunds follow the guidelines recommended by the American Council on Education. Details of the policies are available at the Office of Business Affairs on the first floor of Oregon Hall.

In the schedule, tuition is specified for one term only. There are three terms in the academic year: fall, winter, and spring (except for the School of Law, which operates on a two-semester system). Summer session operates on a separate tuition schedule that includes course self-support fees.

The Oregon University System reserves the right to make changes in the tuition schedule.

The tuition figures that follow are for 2016–17. Increases proposed for 2017–18 had not been confirmed at publication.

**Tuition Schedule**

All figures rounded down to the nearest dollar.

### Undergraduate Tuition

<table>
<thead>
<tr>
<th>Credits</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit</td>
<td>$198</td>
<td>$702</td>
</tr>
<tr>
<td>2 credits</td>
<td>396</td>
<td>1,404</td>
</tr>
<tr>
<td>3 credits</td>
<td>594</td>
<td>2,106</td>
</tr>
<tr>
<td>4 credits</td>
<td>792</td>
<td>2,808</td>
</tr>
<tr>
<td>5 credits</td>
<td>990</td>
<td>3,510</td>
</tr>
<tr>
<td>6 credits</td>
<td>1,188</td>
<td>4,212</td>
</tr>
<tr>
<td>7 credits</td>
<td>1,386</td>
<td>4,914</td>
</tr>
<tr>
<td>8 credits</td>
<td>1,584</td>
<td>5,616</td>
</tr>
<tr>
<td>9 credits</td>
<td>1,782</td>
<td>6,318</td>
</tr>
<tr>
<td>10 credits</td>
<td>1,980</td>
<td>7,020</td>
</tr>
<tr>
<td>11 credits</td>
<td>2,178</td>
<td>7,722</td>
</tr>
<tr>
<td>12 credits</td>
<td>2,376</td>
<td>8,424</td>
</tr>
<tr>
<td>13 credits</td>
<td>2,574</td>
<td>9,126</td>
</tr>
<tr>
<td>14 credits</td>
<td>2,772</td>
<td>9,828</td>
</tr>
<tr>
<td>15 credits</td>
<td>2,970</td>
<td>10,530</td>
</tr>
<tr>
<td>16 credits</td>
<td>3,168</td>
<td>11,232</td>
</tr>
<tr>
<td>17 credits</td>
<td>3,366</td>
<td>11,934</td>
</tr>
</tbody>
</table>

Each additional credit beyond 18

Following is the base rate for graduate students.

### Graduate Tuition

<table>
<thead>
<tr>
<th>Credits</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–16 credits</td>
<td>$4,797</td>
<td>$8,253</td>
</tr>
<tr>
<td>1 credit</td>
<td>$533</td>
<td>$917</td>
</tr>
<tr>
<td>2 credits</td>
<td>1,066</td>
<td>1,834</td>
</tr>
<tr>
<td>3 credits</td>
<td>1,599</td>
<td>2,751</td>
</tr>
<tr>
<td>4 credits</td>
<td>2,132</td>
<td>3,668</td>
</tr>
<tr>
<td>5 credits</td>
<td>2,665</td>
<td>4,585</td>
</tr>
<tr>
<td>6 credits</td>
<td>3,198</td>
<td>5,002</td>
</tr>
<tr>
<td>7 credits</td>
<td>3,731</td>
<td>6,419</td>
</tr>
<tr>
<td>8 credits</td>
<td>4,264</td>
<td>7,336</td>
</tr>
</tbody>
</table>

Each additional credit beyond 16 is $533 for residents and $917 for nonresidents.

Graduate assistant (9–16 credits) 61 61

The graduate tuition rates listed are the base rate only. Each professional school has its own set of tuition rates; they are higher than the base rate listed in the table. Students must contact the relevant school to learn the specific cost for the major.

### Tuition Billing

Tuition may be paid in monthly installments. Unpaid balances are assessed a $6 billing fee and are charged 9 percent annual interest. The university uses an electronic billing process to bill student for charges incurred; payments are due on the first of each month.

### Community Education Program

Tuition for Community Education Program students enrolling for 8 or fewer credits is determined by the level of the courses taken. Courses accepted for graduate credit are assessed at the graduate tuition level; all others are assessed at the undergraduate level.

### Special Fees

Special fees, fines, penalties, service charges, and other additional charges for specific courses, services, or supplies not covered in the tuition fee are set forth on a list available in many departmental offices or in the Office of Business Affairs. (This list is issued each year in accordance with OAR 571-60-005.)

The following fees are assessed to university students under the special conditions noted:
<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Fee Amount</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$65</td>
<td>Required of students not previously enrolled at the University of Oregon and payable when the application for admission is submitted. The fee is not refundable.</td>
</tr>
<tr>
<td>Bicycle Registration</td>
<td>$0</td>
<td>Bicycle registration with the Department of Public Safety is mandatory; there is no charge for a permanent permit. Bicycle racks and ramps are provided throughout the campus, and the development of cycling paths continues on campus and in the community. Copies of the complete university bicycle parking regulations and fines are available at the Department of Public Safety, 1319 E. 15th Ave.</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>$60 per course</td>
<td>Assessed for taking an examination for advanced credit. The fee applies to each special examination regardless of the number of credits sought.</td>
</tr>
<tr>
<td>Exceptions to Procedures</td>
<td>$10–$25</td>
<td>Approved exceptions to procedural deadlines are subject to this fee.</td>
</tr>
<tr>
<td>Late Registration</td>
<td>$100</td>
<td>A $100 fee is charged for registration after the eighth day of class.</td>
</tr>
<tr>
<td>Matriculation Fee</td>
<td>$389</td>
<td>For undergraduate and graduate students.</td>
</tr>
<tr>
<td>Parking Permits</td>
<td></td>
<td>A minimal amount of parking space is available near residence halls and on city streets. Students using university parking lots must purchase and display proper parking permits. All parking fees are subject to change. Parking permits may be purchased from the Department of Public Safety, 1319 E. 15th Ave. Parking regulations are enforced at all times. A city bus system connects the university with most community areas. Student fees ensure each student a pass that allows unlimited free rides.</td>
</tr>
<tr>
<td>Replacement of Photo ID Card</td>
<td>$15</td>
<td>Charge billed to 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, a returned check may be subject to a fine of $100 to $500.</td>
</tr>
<tr>
<td>Returned Check</td>
<td>$20</td>
<td></td>
</tr>
</tbody>
</table>

### Senior Citizens $0
There is no charge to Oregon residents 65 years of age and older. Oregon senior citizens who are neither seeking academic credit nor working toward a degree may attend classes as senior auditors if space is available on the first day of classes and if the department approves. Charges may be made for any special materials. Incidental fee services are not provided. Registration is handled through the Office of the Registrar, second floor, Oregon Hall.

### Staff $59 per credit
University employees are permitted to enroll in university classes with the approval of their department head. Employees may enroll at the staff rate for a maximum of 12 credits per term.

### Family of Staff $59 per credit plus applicable fees (e.g., building, health, incidental)
Family members may enroll for a maximum of 12 credits per term.

### Testing $3–$50

### Transcripts $0
Students must submit a signed, written request to authorize release of their academic record. The mailing address is Transcript Department, Office of the Registrar, 5257 University of Oregon, Eugene, Oregon 97403-5257. The university reserves the right to withhold transcripts of students who have unpaid financial obligations to the institution. Debtors contesting their accounts should contact the collections department for counseling and instructions for a written appeal. The collections department is located in the Office of Business Affairs on the first floor of Oregon Hall. The mailing address is Collections Department, Office of Business Affairs, PO Box 3237, University of Oregon, Eugene, Oregon 97403-0237; call 541-346-3215.

### Tuition and Fee Refunds

In the event of complete withdrawal from the university or a reduction in course load, refunds may be granted to students in accordance with the refund schedule on file in the Office of Business Affairs in Oregon Hall. Refunds may take from four to six weeks to process. All refunds are subject to the following regulations:

1. Refunds are calculated from the date the student officially withdraws from the university, not from the date the student ceased attending
Student Financial Aid and Scholarships

Jim Brooks, Director

classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the student’s control.

2. No refunds are made for any amount less than $1.00 unless a written request is made.

3. In case of complete withdrawal, students who received financial aid are responsible for repayment of that aid in accordance with the university’s financial aid repayment policy and schedule. See the class schedule for details.

For complete withdrawal, obtain withdrawal forms from the Office of Academic Advising, 364 Oregon Hall.

The university has an appeal process for students or parents contending that individual circumstances warrant exceptions to published policy 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 Office of the Registrar on the second floor of Oregon Hall or from the Office of Academic Advising.

Veterans Access, Choice, and Accountability Act of 2014

The following individuals shall be charged the in-state rate, or otherwise considered a resident, for tuition and fees purposes:

- A veteran using educational assistance under either Chapter 30 (Montgomery GI Bill—Active Duty Program) or Chapter 33 (Post-9/11 GI Bill) of Title 38, United States Code, who lives in the state of Oregon while attending a school located in the state of Oregon (regardless of his or her formal state of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the state of Oregon while attending a school located in the state of Oregon (regardless of his or her formal state of residence) and enrolls in the school within three years of the transferor’s discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either Chapter 30 or Chapter 33 of Title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the state of Oregon while attending a school located in the state of Oregon (regardless of his or her formal state of residence).
- Anyone using transferred post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

Estimated Student Expenses

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. Some students have higher costs in a few categories. For example, students in the College of Design, the School of Music and Dance, and some of the science departments have expenses ranging from $30 to $500 a year for equipment, supplies, and field trips in addition to books. Students living alone in an apartment or in university housing may spend more than the budgeted amount for meals and housing, based on personal choice.

Residence hall room and board rates for 2017–18 range from $9,000 to $21,379. Cooperative housing costs are generally less than the minimum residence hall rate. Sorority and fraternity costs are typically higher.

Although the university does not require proof of health insurance for domestic students, the provisions of the Affordable Care Act may apply. International students are required to purchase health insurance. For more information about health services and coverage, please visit the University Health Center website. (https://healthcenter.uoregon.edu/Home.aspx)

Personal expenses are governed by individual preference but may include such items as transportation, health care, and entertainment.

The figures in the following table are the 2016–17 tuition and fees for an undergraduate student enrolled in 15 credits and a graduate student enrolled in 9 credits. Tuition schedules are subject to revision. See the Tuition and Fees section of this catalog.

Tuition and Fees

<table>
<thead>
<tr>
<th>Student Classification</th>
<th>One Term or Semester</th>
<th>Three Terms or Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate resident</td>
<td>$3,857</td>
<td>$11,571</td>
</tr>
<tr>
<td>Undergraduate nonresident</td>
<td>$11,537</td>
<td>$34,611</td>
</tr>
</tbody>
</table>

Graduate tuition varies by program. A base tuition would be as follows:

| Graduate resident | $5,534 | $16,602 |

Financial aid in the form of scholarships, grants, loans, and employment is available to eligible students who need assistance to attend school. The Office of Student Financial Aid and Scholarships provides counseling and information services to students and parents and administers a comprehensive program of financial assistance. Office hours are 8:00 a.m.–5:00 p.m., Monday, Tuesday, Thursday, and Friday, and 9:00 a.m.–5:00 p.m. on Wednesday.

Federal and state regulations are subject to change and may affect current policies, procedures, and programs.
Graduate nonresident $9,197 $27,591
Law resident (semester) $16,961 $33,922
Law nonresident (semester) $21,083 $42,166

The Office of Student Financial Aid and Scholarships used the expenses in the following tables to estimate a student's educational costs for the 2017–18 academic year.

Meals and Housing

<table>
<thead>
<tr>
<th></th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student commuter living with parents</td>
<td>$929</td>
<td>$2,789</td>
</tr>
<tr>
<td>Undergraduate student living off campus</td>
<td>$3,278</td>
<td>$9,836</td>
</tr>
<tr>
<td>Undergraduate student living on campus</td>
<td>$3,816</td>
<td>$11,450</td>
</tr>
<tr>
<td>Graduates</td>
<td>$3,873</td>
<td>$11,621</td>
</tr>
<tr>
<td>Law (semester)</td>
<td>$5,810</td>
<td>$11,621</td>
</tr>
</tbody>
</table>

A dependent child-care allowance may be added to the budget for each child less than 12 years of age who is living with a student and for whom the student is paying child-care expenses.

Books and Supplies

<table>
<thead>
<tr>
<th></th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates and undergraduates</td>
<td>$375</td>
<td>$1,125</td>
</tr>
<tr>
<td>Law (semester)</td>
<td>$562</td>
<td>$1,125</td>
</tr>
</tbody>
</table>

Transportation

<table>
<thead>
<tr>
<th></th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident undergraduate or graduate</td>
<td>$120</td>
<td>$361</td>
</tr>
<tr>
<td>Nonresident undergraduate or graduate</td>
<td>$420</td>
<td>$1,261</td>
</tr>
<tr>
<td>Law resident (semester)</td>
<td>$180</td>
<td>$361</td>
</tr>
<tr>
<td>Law nonresident (semester)</td>
<td>$630</td>
<td>$1,261</td>
</tr>
</tbody>
</table>

Miscellaneous Personal Expenses

<table>
<thead>
<tr>
<th></th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>$665</td>
<td>$1,995</td>
</tr>
<tr>
<td>Graduates</td>
<td>$665</td>
<td>$1,995</td>
</tr>
<tr>
<td>Law (semester)</td>
<td>$997</td>
<td>$1,995</td>
</tr>
</tbody>
</table>

Applying for Financial Aid

Undergraduate, graduate, and law students use the following procedure to apply for financial aid:

1. Complete the Free Application for Federal Student Aid (FAFSA) online. The official website is www.fafsa.ed.gov (http://www.fafsa.ed.gov)
2. List the University of Oregon (using code number 003223) on the FAFSA application as a school to receive the application information
3. Apply for admission to the University of Oregon

Deadlines

To be given priority consideration for the Federal Supplemental Educational Opportunity Grant, Federal Work-Study Program, and Federal Perkins Loan for all or part of any given academic year, a valid FAFSA must be received by the federal processor on or before March 1 prior to the academic year for which the student is applying. To meet this deadline, submit the FAFSA no later than February 15. Beginning with the 2017–18 academic year, the FAFSA is available on October 1 prior to the academic year for which the student is applying. Signing the FAFSA electronically is the recommended method for submission. If applicable, online applicants should mail the FAFSA signature page, obtained from the FAFSA website, in early February.

Eligibility

Financial aid eligibility for any student is determined by the difference between the estimated cost of education at the University of Oregon and the expected family contribution (as determined by the FAFSA) from the student’s family, the student and parents if the student is a dependent, or the student and spouse if the student is married. Students (and their families if appropriate) are expected to bear the primary responsibility for meeting educational costs. When a student’s expected family contribution is less than the cost of education, the university attempts to meet the difference with need-based financial aid.

Assessing Financial Aid Eligibility

The university uses a method prescribed by law to determine an expected contribution from the student and family toward the cost of the student’s education. The expected family contribution, derived from using the federal formula, is based on income and asset information as well as certain variables such as family size and number of family members attending college. This system ensures that students receive consistent and equitable treatment. Financial aid counselors review unique circumstances on a case-by-case basis, at the request of the student.

Satisfactory Academic Progress

To be eligible for financial aid, students must make satisfactory academic progress toward their degrees and maintain a minimum cumulative grade point average (GPA) and pace. Progress is reviewed annually at the end of spring term.

The minimum cumulative GPA needed to meet satisfactory academic progress is 2.00 for an undergraduate and 3.00 for a graduate student (except for law students seeking a JD or LLM degree, who require a 2.00 GPA). For more information on how your cumulative UO GPA is calculated, including how incompletes, withdrawals, or repetitions may affect your GPA, please visit the GPA calculator (http://registrar.uoregon.edu/current-students/grading-system/#calculating-a-grade-point-average). If a student’s cumulative GPA drops below the required minimum at the time of the evaluation, eligibility for financial aid will be suspended unless the student appeals and is approved for reinstatement. Students may also reestablish eligibility for the subsequent
term after raising their GPA to the minimum requirement. Visit the financial aid website for information on the appeals process.

Progress toward a degree is a further requirement, determined by dividing the number of credits attempted by the number of credits earned. Students are expected to earn credit for at least 67 percent of the credits attempted on an aggregate basis. Credit is earned for grades A, B, C, D, and P. Credit is not earned for grades F, W, I, Y, N, and X. A progress calculator is located online.

Students must also complete their degrees within a maximum time frame. A student must graduate before accumulating 150 percent of the attempted credits required for completing his or her major. Most majors at the University of Oregon require 180 credits; 270 would be 150 percent of that. If a student is unable to fulfill the requirements for his or her degree before reaching this maximum time frame, financial aid will be suspended. Visit the website (http://financialaid.uoregon.edu) for information on the appeals process.

Complete withdrawal (or receiving a 0.0 GPA) from the University of Oregon during a student’s first term or complete withdrawal (or receiving a 0.0 GPA) from the UO for two consecutive terms constitutes failure to meet satisfactory academic progress standards regardless of GPA, pace, or time frame.

For additional information, visit the website (http://financialaid.uoregon.edu/satisfactory_academic_progress).

Financial Aid Packages

Students will receive notification of their awards after their financial aid eligibility has been established. The Office of Student Financial Aid and Scholarships attempts to award financial aid to students up to their estimated cost of education, which could include scholarship and grant money, work-study, and loan eligibility.

A student may not receive assistance from any financial aid (Title IV) program if

1. The student is in default on any educational (Title IV) loan
2. The student has borrowed in excess of federal (Title IV) loan limits
3. The student owes a refund on federal or state grants or a Federal Perkins Loan due to an overpayment
4. The student has been convicted of violating certain federal or state drug possession or sale laws within a certain time period

A parent may not borrow from the Federal Direct Parent Loan for Undergraduate Students (Parent PLUS) if the parent or student is in default on any educational loan or owes a refund on an educational grant as described above.

Federal law requires, in most cases, that male students born after 1960 be registered with Selective Service to receive financial aid.

There may be other conditions when a student would be ineligible for financial aid—for example, when a student is not maintaining satisfactory academic progress or when not enrolled in an eligible program.

Undergraduates

Federal Pell Grants, Oregon Opportunity Grants, and university scholarships are considered to be part of the student’s financial aid package, even though the Office of Student Financial Aid and Scholarships may not determine eligibility for these programs.

The office determines the student’s eligibility for and the amount of assistance from the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study Program, and the Federal Perkins Loan.

Financial aid offers are made in accordance with federal and state regulations, as well as university policies. Some awards are tentative if selected for verification and may be revised after verification has been completed.

Graduate and Law Students

The Office of Student Financial Aid and Scholarships determines eligibility and the amount of assistance that may be received from the Federal Work-Study Program, Federal Direct Unsubsidized Loan, and Federal Direct Graduate PLUS Loan. Offers are made in accordance with federal regulations and university policies.

Refunds and Repayment

Students who withdraw from school may be required to repay a portion of their financial aid. According to a formula prescribed by state and federal regulations, any refundable amount used to pay tuition and fees or for university housing is returned to the appropriate financial aid sources. Students may also be required to pay the unearned portion of assistance that was directly disbursed to them.

Additional information concerning the institution’s refund policy may be found on the website for the Office of the Registrar. (https://registrar.uoregon.edu/calendars/refund-schedules)

Additional information concerning return of financial aid (http://financialaid.uoregon.edu/return_of_financial_aid) and participation requirements (http://financialaid.uoregon.edu/participation) may be found on the website for the Office of Student Financial Aid and Scholarships.

Notification of Financial Aid

Beginning in March, financial aid award letters are mailed to first-year students who have supplied the necessary information to the Office of Student Financial Aid and Scholarships and the Office of Admissions. Award letters are then mailed on a continuing basis to those entering students who supply the necessary information to the offices after the March 1 priority deadline.

When aid is accepted, the student (and spouse if married) and the student’s parents (if applicable) may be asked to provide documents, such as federal income tax return transcripts, to verify the information on the application.

Students should read the financial aid award letter and instructions carefully.

An explanation of revision and appeal policies and procedures may be found on the financial aid website. A financial aid package may be revised when a student’s eligibility changes. The student receives a revised notification and, if necessary, is advised of any repayment of aid. The federal regulations covering financial aid programs, the explanation of the federal method of determining student and family contributions, and the university policies and procedures for offering financial aid are available in the Office of Student Financial Aid and Scholarships. Students are welcome to review them during office hours or on the financial aid website.
Financial Aid Programs

To be eligible for certain financial aid programs that depend on federal or state funding, the student must be a citizen of the United States or in the United States for other than a temporary purpose and with the intention of becoming a permanent resident. Students who are citizens of the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau) may be eligible for certain types of federal (Title IV) aid.

Financial aid is typically disbursed to students near the beginning of a term based on their enrollment at that time. However, financial aid is actually earned over the course of a term. Therefore, if a student completes a term at a different enrollment status than he or she began the term, some or all of the student’s financial aid may need to be returned.

Federal Pell Grant

This program provides grants (funds that do not require repayment) to eligible undergraduates who do not have a bachelor’s degree.

To be eligible for a Federal Pell Grant, a student must be admitted to the university in a program leading to a degree and enrolled in good standing.

The grant is reduced proportionately if the student is enrolled less than full time (12 credits a term).

The Federal Pell Grant program determines eligibility based on the student’s and parents’ income and assets, or the student’s and spouse’s if applicable. The university disburses the money.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal supplemental grants, which do not need to be repaid, are for undergraduates with exceptional need. To be eligible, a student must be admitted to the university in a program leading to a degree and enrolled in good standing. The amount a student receives is determined by university policy and fund availability.

Funds are granted to the university by the federal government to award to eligible students.

Iraq and Afghanistan Service Grants

The Iraq and Afghanistan Service Grant is a federal grant that, although it does not need to be repaid, has special eligibility criteria. This grant is for undergraduates who

- are not eligible for the Federal Pell Grant on the basis of their expected family contribution but meet the remaining Federal Pell Grant eligibility requirements
- have a parent or guardian who was a member of the US armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of September 11, 2001
- were under 24 years old or enrolled in college at least part-time at the time of their parent’s or guardian’s death

State of Oregon Opportunity Grants

Oregon Opportunity Grants are awarded to eligible undergraduate Oregon residents who complete the FAFSA or the Oregon Student Aid Application (ORSAA). A grant may be renewed for a total of 12 terms if the student applies each year, demonstrates financial need, is enrolled at least half time (6 credits a term) in a program leading to a degree, and has not completed a bachelor’s degree. In addition, the State of Oregon Office of Student Access and Completion (OSAC) requires that a student receive the Oregon Opportunity Grant during the fall term in order to have any eligibility for the remainder of the year.

OSAC determines eligibility and notifies the university. The funds are provided by the state and disbursed by the university.

University of Oregon Tuition Waiver (Grant)

The UO Tuition Waiver may remit (reduce) a portion of a full-time Oregon resident’s tuition charges, for undergraduates who demonstrate financial need and complete their FAFSA application by the published priority deadline. Funding is limited and the amount a student receives is determined by university policy and fund availability.

Teacher Education Assistance for College and Higher Education Grant (TEACH)

The TEACH program provides up to $4,000 a year to students enrolled in an eligible education program and who agree to teach in a high-need field at a low-income school for at least four years within eight years of completing the program for which the grant was awarded. If these requirements are not met, the grant converts to a loan, interest is assessed retroactively, and the loan must be repaid.

Federal Work-Study Program

The Federal Work-Study Program provides part-time jobs for students with financial need and who are in good academic standing in an eligible program leading to a degree or certificate.

The amount a student may earn is determined by university policy and fund availability. Students earn an hourly wage based on the type of work, their skills, and their experience. Students may work a maximum of 25 hours a week while school is in session.

University departments and offices, as well as approved off-campus nonprofit agencies that perform services in the public interest, list available jobs with the Career Center, 220 Hendricks Hall, and on the center’s website. Funds are used to pay a portion of student wages; the employer pays the remainder.

Federal Perkins Loan

The Federal Perkins Loan Program provides long-term, low-interest loans to eligible students who are admitted to an eligible program leading to a degree or certificate and have good academic standing.

The Federal Perkins Loan Program ends September 30, 2017. No additional Perkins loans will be available after that time. If the first disbursement of the loan is made before this date, you can receive the remaining disbursements during the 2017–18 school year.

The federal maximums that may be borrowed are $5,500 a year for undergraduates, up to a total of $27,500; $60,000 is the combined maximum for undergraduate and graduate study. The amount a student receives is determined by university policy and fund availability.

Repayment of a Federal Perkins Loan begins nine months after the student ceases to be enrolled at least half time. The minimum repayment is $40 a month or $120 a quarter. However, the actual amount of payments and the length of the repayment period depend on the size...
of the debt. Interest is charged during the repayment period at the rate of 5 percent a year on the unpaid balance. The university contracts with ECSI Corporation, a third party that will contact borrowers regarding repayment. The maximum repayment period is 10 years.

Repayment of a Federal Perkins Loan that is not delinquent or in default may be deferred if a borrower is enrolled at least half time in an eligible institution.

A borrower of a Federal Perkins Loan may be eligible for other deferments for periods up to three years. For information about deferments, write or call the Student Loan Office, Office of Business Affairs, 3237 University of Oregon, Eugene, Oregon 97403-0237; call 541-346-3171; or see the office’s website.

Repayment of a Federal Perkins Loan is canceled upon the death or permanent total disability of the borrower. In addition, repayment of the loan may be canceled, in full or in part, for public service.

Information about cancellation provisions is available in the Office of Business Affairs and on its website. Additional information regarding the Perkins Loan can be found at https://studentaid.ed.gov.

Federal bankruptcy law generally prohibits student-loan borrowers from the routine discharge of their debts by declaring bankruptcy within seven years after the repayment period begins.

Money available for Federal Perkins Loans is collected from payments made by former university borrowers to lend to eligible students.

William D. Ford Federal Direct Student Loan Program

Federal Direct Subsidized Loan

Students must demonstrate need to qualify for a Federal Direct Subsidized Loan. The university determines the amount the student may borrow within federal limits: $3,500 for the first academic year of undergraduate study (up to 44 credits); $4,500 for the second academic year (45–89 credits); and $5,500 an academic year for the remaining years of undergraduate study. Not all students are eligible for the maximums. The Federal Direct Subsidized Loan is for undergraduate students with financial need. The US Department of Education pays the interest (subsidizes) on a Direct Subsidized Loan while the student is enrolled, during a student's grace period, and during a period of deferment.

Student borrowers must be enrolled in good academic standing at least half time and have been accepted for admission to an eligible program leading to a degree or certificate. Once repayment begins, borrowers are charged a fixed interest rate that is set every July 1. The interest rate for the 2016–17 academic year is 3.76 percent with an origination fee of 1.068 percent (if first disbursed on or after October 1, 2015, and before October 1, 2016) or with an origination fee yet to be determined (if first disbursed on or after October 1, 2016, and before October 1, 2017). Interest that accrues during in-school, grace, and authorized deferment periods will be added to the principal when repayment begins. The interest rate for the Federal Direct Subsidized Loan is fixed every July 1.

If a student is a first-time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that he or she may receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct Parent PLUS Loans. If this limit applies to a given student, the student may not receive Direct Subsidized Loans for more than 150 percent of the published length of the program (called the “maximum eligibility period”). The maximum eligibility period is typically based on the published length of the student’s current program. For example, if a student is enrolled in a four-year bachelor’s degree program, the maximum period for which the student may receive Direct Subsidized Loans is six years (150 percent of four years = six years).

If a student receives a Direct Subsidized Loan that is first disbursed between July 1, 2012, and July 1, 2014, he or she will be responsible for paying any interest that accrues during the grace period. If the student chooses not to pay the interest that accrues during the grace period, the interest will be added to his or her principal balance.

Federal Direct Unsubsidized Loan

Direct Unsubsidized Loans are available to students who do not qualify, in whole or in part, for the Direct Subsidized Loan. The university determines the amount the student may borrow within federal limits: $5,500 for the first academic year of undergraduate study (up to 44 credits); $6,500 for the second academic year (45–89 credits); and $7,500 per year for the remaining years of undergraduate study. Not all students are eligible for the maximums.

Direct Unsubsidized Loans are available to undergraduate and graduate students. There is no requirement to demonstrate financial need. The student is responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If the student chooses not to pay the interest while in school and during grace periods and deferment or forbearance periods, the interest will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of your loan).

A student’s financial need and dependency status determines the amount of the loan offered. Independent students, as defined by answers on the FAFSA, may borrow up to an additional $4,000 in their freshman and sophomore years and up to an additional $5,000 in their junior and senior years.

The interest rate on undergraduate loans for the 2016–17 academic year is 3.76 percent with an origination fee of 1.068 percent (if first disbursed on or after October 1, 2015, and before October 1, 2016) or with an origination fee yet to be determined (if first disbursed on or after October 1, 2016, and before October 1, 2017). Interest that accrues during in-school, grace, and authorized deferment periods will be added to the principal when repayment begins. The interest rate for the Direct Unsubsidized Loan is fixed every July 1.

Graduate and law students may borrow up to $20,500 a year depending on their financial need. Interest on this loan for graduate and law students for 2016–17 is 5.31 percent with an origination fee of 1.068 percent (if first disbursed on or after October 1, 2015, and before October 1, 2016) or with an origination fee yet to be determined (if first disbursed on or after October 1, 2016, and before October 1, 2017).

Additional Federal Direct Unsubsidized Loan

Dependent undergraduate students whose parents are denied access to the Federal Direct Parent Loan for Undergraduate Students (Parent PLUS) program may be eligible for additional Direct Unsubsidized Loan funds. Students with fewer than 90 credits may borrow a maximum of $4,000 a year in additional funds above the maximum Federal Direct Loan limits. Students who have earned 90 credits or more may borrow a maximum of an additional $5,000 a year. Not all applicants qualify for the maximums. The Federal Direct Unsubsidized Loan may be used to replace expected family contribution, but total direct loan (subsidized and unsubsidized) borrowing cannot exceed the cost of education.

Generally, the cumulative amount a student can borrow from all Federal Direct Loans is as follows:
Furthermore, they may choose from the following repayment plans:

- $31,000 (only $23,000 may be subsidized) as a dependent undergraduate
- $57,500 as an independent undergraduate (only $23,000 of this amount may be subsidized)
- $138,500 as a graduate or professional student

**Federal Direct Parent Loan for Undergraduate Students (Parent PLUS)**

This program provides loans to parents of dependent undergraduate students. Parents may borrow up to an annual amount that is equal to the cost of education minus any estimated financial assistance the student receives during the periods of enrollment. The borrower may use the amount of the Federal Direct PLUS to replace the expected family contribution for the loan period.

The Federal Direct PLUS is limited to parents who do not have an adverse credit history or who have obtained an endorser who does not have an adverse credit history. A direct loan program servicer, contracted by the federal government, performs the required credit check. The interest on the Federal Direct PLUS is fixed every July 1. The interest rate for 2016–17 is 6.31 percent with an origination fee of 4.272 percent (if first disbursed on or after October 1, 2015, and before October 1, 2016) or with an origination fee yet to be determined (if first disbursed on or after October 1, 2016, and before October 1, 2017).

Parents interested in participating in the Federal Direct PLUS program may request the loan by visiting the US Department of Education website (https://studentloans.gov).

**Federal PLUS Loan for Graduate and Professional Students (Graduate PLUS)**

This program is offered to qualified students with or without financial need, but the student must have financial aid eligibility. Like other direct loans for students, the US Department of Education is the direct lender of the Graduate PLUS. Typically, repayment must begin within 60 days after the Graduate PLUS is disbursed. However, students who meet the requirements may obtain an in-school deferment from the US Department of Education. There is no grace period for this loan. Interest begins to accrue at the time the first disbursement is made at a fixed rate set every July 1. The interest rate for 2016–17 is 6.31 percent with an origination fee of 4.272 percent (if first disbursed on or after October 1, 2015, and before October 1, 2016) or with an origination fee yet to be determined (if first disbursed on or after October 1, 2016, and before October 1, 2017).

Parents interested in participating in the Federal Direct PLUS program may request the loan by visiting the US Department of Education website (https://studentloans.gov).

**Repayment**

Payment of all Direct Loans are handled through an assigned direct loan servicer. To locate the appropriate direct loan servicer, the student may sign in to the National Student Loan Data System (https://www.nslds.ed.gov).

Repayment of Federal Direct Loans (subsidized and unsubsidized) begins six months after termination of at least half-time enrollment. Repayment of Federal PLUS loans typically begins within 60 days of the last disbursement of the loan. A deferment may be requested after loan approval. Borrowers have the right to prepay their loans without penalty. Furthermore, they may choose from the following repayment plans:

- A standard repayment plan with a fixed payment amount (at least $50 a month) over a fixed period of time, not to exceed 10 years
- An extended repayment plan with a fixed or graduated annual repayment of at least $50 a month over a period of up to 25 years, depending on the total amount owed
- A graduated repayment schedule in which payments are lower at first and then increase, usually every two years, over a period of as much as 10 years
- An income-contingent repayment plan with varying annual repayment amounts based on the total amount owed and the annual income of the borrower (and that of the borrower’s spouse, if a joint return is filed) paid over a period not to exceed 25 years (Parent PLUS Loans are not eligible for this plan)
- An income-based repayment plan designed to make repaying federal loans easier for students who intend to pursue jobs with lower salaries such as careers in public service. Monthly payments are capped at a percentage of the borrower’s discretionary income, which is based on family size and income rather than total amount borrowed. Payments change as the borrower’s income changes and made over a period of up to 25 years

If the borrower does not select one of these five plans, the Department of Education assigns the standard repayment plan. Visit studentaid.ed.gov (http://studentaid.ed.gov) for details on all repayment plans.

The borrower’s repayment liability is discharged if the borrower becomes permanently and totally disabled or dies or if the student for whom a parent has borrowed dies. Federal Direct Student Loans are generally not dischargeable in bankruptcy.

**Deferring Repayment**

Repayment of a Federal Direct Student Loan that is not in default may be deferred for

- at least half-time enrollment in an eligible program at an eligible school
- an approved graduate fellowship program or rehabilitation training program for disabled individuals (except medical internship or residency program)
- unemployment (up to three years)
- economic hardship (up to three years)

During periods of approved deferment, a Federal Direct Subsidized Loan borrower does not need to make payments of principal, and the interest is paid by the federal government. For the Federal Direct Unsubsidized or PLUS borrower, principal repayment may be deferred, but interest continues to accrue and is capitalized or paid by the borrower during that time.

**Forbearance**

A direct loan borrower or endorser may receive forbearance from the federal government if the borrower or endorser is willing but unable to make scheduled loan payments. Forbearance is the temporary cessation of payments, an extension of time for making payments, or the temporary acceptance of smaller payments than previously scheduled. Forbearance may be granted for up to 12 months for reasons such as financial

The University of Oregon
hardship, illness, or while serving in a medical or dental internship or residency program.

Deferments and forbearance are handled by the assigned direct loan servicer. To locate the appropriate direct loan servicer, the student may sign in to the National Student Loan Data System at https://www.nslds.ed.gov/nslds/.

Public Service Loan Forgiveness
The Public Service Loan Forgiveness Program forgives the remaining balance on your direct loans after you have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualified employer. More information about the program may be found on the US Department of Education website (https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service).

Federal Direct Consolidation Loan
Loan consolidation is a way of lowering monthly payments by combining several federal loans into one loan at the time of repayment. Borrowers may consolidate any amount of eligible loans including those borrowed under the Federal Family Education Loan program, the Federal Perkins Loan program, and the Direct Loan Program. The interest rate is fixed at the time of consolidation based on the weighted average of the loans being consolidated. Repayment of Consolidation loans may extend to 30 years depending on the repayment plan selected and the amount borrowed. The result of a longer repayment term, however, is an increase in the total cost of the loan.

Entrance and Exit Counseling
First-time Direct Subsidized, Unsubsidized, and Graduate PLUS Loan borrowers must participate in entrance counseling before a loan disbursement can be made.

Shortly before graduating from or terminating enrollment at the University of Oregon, borrowers must also participate in exit loan counseling.

Both entrance and exit counseling sessions are completed on the federal student loan website (https://studentloans.gov).

Alternative Loans
Privately funded loans are not based on need and no federal formula is applied to determine eligibility. However, the amount borrowed cannot exceed the cost of education minus other financial aid. Interest rates and repayment terms vary, but are generally less favorable than those provided through the federal direct lending program. Private loans are used to supplement the federal programs when the cost of education minus federal aid still leaves unmet need. Information is available in the Office of Student Financial Aid and Scholarships or on its website under Alternative Student Loans.

Debt Management and Default Reduction
The University of Oregon is committed to helping students achieve sound financial planning and debt management. Information about loans, repayment options, and debt management strategies is available in the Office of Student Financial Aid and Scholarships and on its website.

Scholarships
Scholarships Awarded by a Department or School
Undergraduate and graduate students who have selected a major field of study should consult the appropriate school or department about possible scholarships and application procedures and requirements.

Many departments offer assistantships and fellowships—which include an instructional fee waiver, a monthly salary, and health insurance benefits—to outstanding graduate students.

National ROTC Scholarships
The Army Reserve Officers Training Corps (ROTC) Scholarship Program sponsors two-, three-, and four-year scholarships. These scholarships include full tuition and fees, an annual book allowance of $1,200, and a monthly stipend of $300 for a freshman, $350 for a sophomore, $450 for a junior, and $500 for a senior. An additional housing subsidy for a portion of the cost is provided to qualifying students. For more information, call the Department of Military Science, 800-542-3945. High school students also can contact their school’s counselor.

National and Community Service Trust Act
This legislation created AmeriCorps, which gives citizens the opportunity to perform community service in the United States and, for that service, receive an education award. This award can be used to pay for postsecondary education or to repay qualified student loans. Information about AmeriCorps is available online.

Scholarships Awarded through the Office of Student Financial Aid and Scholarships
Stamps Scholarship
The Stamps Scholarship is awarded competitively to the state’s brightest incoming freshman students. Scholars receive UO tuition with room and board for four years of undergraduate study. Approximately five students per year are awarded this merit-based scholarship by the Stamps Family Charitable Foundation in partnership with the University of Oregon. Recipients also benefit from as much as $12,000 in enrichment funds to be used over four years to help them pursue study abroad, unpaid internships, or other experiences. In addition, students who receive a Stamps Scholarship are automatically granted admission to the University of Oregon’s Robert Donald Clark Honors College.

Eligibility Requirements
To apply and compete for this scholarship, a student must

- be an Oregon resident, graduating from an Oregon high school
- be an incoming freshman
- have a minimum 3.85 cumulative high school grade point average on a 4.00 scale
- have a minimum 1240 score on the old SAT (mathematics and critical reading scores only), 1300 on the new SAT, or 28 ACT composite score
- exemplify leadership, perseverance, scholarship, service, and innovation

Interested students may apply online. The submission deadline is November 1. Admission application materials, including test scores, must be provided to the University of Oregon by December 1. You must
also apply for admission to the UO by November 1 and be admitted by December 15.

Your scholarship application will be evaluated along with the academic transcripts and test scores included in your UO Undergraduate Admissions Application.

The University of Oregon interviews as many as 18 semifinalists; 10 will be interviewed by the Stamps Family Charitable Foundation. The Stamps Foundation will make the final selection of the five recipients, who are notified by March 15.

Scholarship Renewal
Stamps Scholarships are available for up to 12 terms, renewed annually, provided recipients meet the following requirements:

• Enroll in and complete a minimum of 12 UO credits per term
• Maintain a 3.25 UO grade point average

See the financial aid website (http://financialaid.uoregon.edu/stamps_scholarship) for applications and filing deadlines.

Presidential Scholarship
In 1983, the university established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. Presidential Scholarships awarded in 2017–18 will be $9,000 a year for four years (12 terms).

Incoming resident freshman students must submit the Presidential Scholarship application (https://tembo.uoregon.edu/scholarships/presidential)—in addition to applying for admission—by January 15.

Selection is based on academic achievement and leadership. To retain the scholarships for four years, recipients are expected to maintain a 3.25 grade point average at the university.

Diversity Excellence Scholarship
The University of Oregon Diversity Excellence Scholarship recognizes undergraduate and graduate students who enhance the educational experience of all students by sharing diverse cultural experiences. These tuition-remission scholarships are an integral part of the university’s effort to meet the educational-diversity needs of its students, and they complement other programs in the UO diversity plan.

Diversity Excellence Scholarships awarded to undergraduates in 2017–18 will be $6,500; graduate student awards will be $9,000. The amount of each award is determined by the UO Diversity Excellence Scholarship Committee. Scholarships are renewable for up to 16 terms for entering freshmen, and are prorated for transfer, continuing, and graduate students. Recipients must meet specific scholarship renewal requirements to retain their scholarships.

Scholarship Renewal
Scholarship recipients are selected competitively by the UO Diversity Excellence Scholarship Committee. Priority consideration is given to students who demonstrate the following:

1. commitment to diversity through documented history of community service, leadership, or other activities
2. educational background and performance as documented by official high school and/or college transcripts
3. financial aid eligibility as determined by federal guidelines
4. ethnic minority status consistent with the UO Campus Diversity Plan
5. status as a first generation or nontraditional student as determined by federal guidelines
6. residence in the state of Oregon

Application
The application is electronic and the submission deadline for the Diversity Excellence Scholarship is January 15. Application forms are available on the Office of Financial Aid and Scholarships website.

General University Scholarships
This group of university scholarships is not attached to a particular department or school. Detailed information is available on the financial aid website. All of these scholarships require academic achievement (merit). Some of them require financial need. Scholarships administered by this office are governed by the University Scholarship Committee, whose members are drawn from the faculty, the staff, and the student body. This committee reviews and formulates policies and evaluates applicants’ academic qualifications.

A single application form is used for all the scholarships in this group. Application and recommendation forms are available in the office and on its website. Applicants must provide copies of academic transcripts from schools they have attended.

Prospective students entering from high school need only to apply for admission by the January 15 deadline to be considered for scholarships in this group. For students transferring from another college, the deadline to apply for admission and submit a scholarship application and supporting documents is February 15. Continuing UO students must apply by February 15 as well.

When awarding financial assistance, the university does not discriminate on the basis of race, sex, religion, disability, age, national origin, veteran or marital status, or sexual orientation.

National Merit Scholarships
The University of Oregon participates with the National Merit Scholarship Corporation to award merit-based scholarships to incoming freshman students. Interested high school students should consult with their counselors and arrange to take the Preliminary Scholastic Assessment Test (PSAT) in their junior year. This test is usually offered during October.

Summit Scholarship
The Summit Scholarship for incoming freshman students in 2017–18 is awarded to Oregon resident scholars with a $24,000 payout over four years, and to out-of-state scholars with a $36,000 payout over four years.

Scholarship Criteria
- Minimum 3.80 high school GPA on a 4.00 scale
- Minimum score of 1190 on the old SAT, 1260 on the new SAT, or 26 on the ACT

The SAT score is based on the critical reading and mathematics sections only, and is the highest combined score. The ACT score is the highest composite score. Students who fail to meet the above criteria may qualify instead for the Apex Scholarship.
Award Information
Oregon residents receive $6,000 per year for four years. Out-of-state students receive $9,000 per year for four years. The Summit Scholarship may be combined with other scholarships, including the Presidential, Diversity Excellence, and General University Scholarships. Summit Scholarships may not be combined with the Apex Scholarship.

Application Procedures
Students who apply for admission by January 15 and meet the criteria are automatically awarded the Summit Scholarship. No separate application is required. Application materials, including test scores, must be received by the February 15 document deadline.

Electronic submission of scores is preferred. When taking the test, students should list the UO as one of the score recipients. The school code number for the SAT Reasoning Test is 4846; the code for the ACT is 3498.

Scholarship Renewal
Summit Scholarships are renewable for up to 12 academic terms (excluding summer session) within a five-year period. Renewal awards require a minimum 3.00 cumulative UO GPA and completion of 36 credits per year.

Apex Scholarship
The Apex Scholarship for incoming freshman in 2017–18 is awarded to Oregon resident scholars with a $12,000 payout over four years and to out-of-state scholars with $16,000 over four years.

Scholarship Criteria
- Minimum 3.60 high school GPA on a 4.00 scale
- Minimum score of 1150 on the old SAT, 1220 on the new SAT, or 25 on the ACT

The SAT score is based on the critical reading and mathematics sections only, and is the highest combined score. The ACT score is the highest composite score. Students whose GPA and test scores are higher than the above criteria may instead qualify for the Summit Scholarship.

Award Information
Oregon residents receive $3,000 per year for four years. Out-of-state students receive $4,000 per year for four years. The Apex Scholarship may be combined with other scholarships, including the Presidential, Diversity Excellence, and General University Scholarships. Apex Scholarships may not be combined with the Summit Scholarship.

Application Procedures
Students who apply for admission by January 15 and meet the criteria are automatically awarded the Apex Scholarship. No separate application is required. Application materials, including test scores, must be received by the February 15 document deadline.

Electronic submission of scores is preferred. When taking the test, students should list the UO as one of the score recipients. The school code number for the SAT Reasoning Test is 4846; the code for the ACT is 3498.

Students whose high school GPA or standardized test scores improve sufficiently to make them eligible for the Summit Scholarship by the February 15 document deadline should have their latest transcripts and SAT or ACT scores sent to the UO Office of Admissions by that date. They will be notified of changes by April 1. New scholarship awards will not be made based on transcripts or test scores received after February 15.

Scholarship Renewal
Apex Scholarships are renewable for up to 12 academic terms (excluding summer session) within a five-year period. Renewal awards require a minimum 3.00 cumulative UO GPA and completion of 36 credits per year.

Pathway Oregon
Pathway Oregon is the university's promise of full tuition and fees for Oregon residents who are academically qualified and eligible for the Federal Pell Grant. Eligible students will have their tuition and fees covered by a combination of federal, state, and university grants and scholarships for up to four years. Students also receive the academic and personal support that enable them to succeed and graduate from the UO within 12 terms.

To be automatically eligible for Pathway Oregon, students must
- be Oregon residents, have graduated from an Oregon high school in the last two years, and be admitted to the UO as first-time freshmen
- complete a UO admissions application by January 15
- establish Federal Pell Grant eligibility by filing the Free Application for Federal Student Aid (FAFSA) by the March 1 deadline (include the UO code 003223 as a college choice)
- earn a minimum 3.40 high school GPA

Students who earn less than a 3.40 high school GPA but meet all other program eligibility criteria will be considered for the program on a space-and funding-available basis.

Renewal Criteria
- Remain eligible for a Pell Grant
- File the FAFSA by March 1
- Enroll for and maintain full-time attendance
- Make satisfactory academic progress

Academic and Career Planning
Advising
Office of Academic Advising
364 Oregon Hall
advising.uoregon.edu

The University of Oregon offers undergraduate students a choice of more than 2,000 courses. Out of these courses individualized 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, students must seek the assistance of academic advisors and may not complete their first term’s registration without discussing options with an advisor.

The importance of program planning cannot be overemphasized. A sound academic program indicates a growing intellectual maturity and sharpening of focus. A poorly planned program demonstrates the lack of clear direction.

The faculty advisor provides the student with an intellectual framework in which intelligent planning and decision-making can be completed, so students are strongly urged to consult advisors regularly. The university considers advising an extension of teaching and regards it as a
primary responsibility of faculty members, who schedule time each term especially for advising.

Students who have declared majors are assigned to faculty advisors in their departments. The Office of Academic Advising coordinates advising for students who have not declared majors and for those interested in law professions. See also Academic Advising in the Undergraduate Studies section of this catalog.

General Principles in Program Planning

1. To earn a degree in four years (twelve terms), students should average 15 credits per term. In planning a term’s studies, students should anticipate that each credit requires at least three hours a week for class meetings or homework.

2. Each term’s schedule should be planned to include the university bachelor’s degree requirements and requirements for the major. Major requirements are listed in this catalog under the academic department headings. Students who have not selected a major should spend some time exploring possible majors.

3. Students should read the course descriptions in this catalog and the notes in the class schedule to learn course prerequisites.

4. Many university major disciplines and courses require competence in mathematics. Mathematics should be started in the first year.

5. A second language, whether required or elective, should also be started in the first year if possible. Students planning to study abroad on an international exchange program during the sophomore or junior year should achieve competence in a language early.

6. Each student should prepare a four-year model program of courses and discuss the program with the assigned departmental faculty advisor.

7. New students might want to explore some special curricular programs: Freshman Interest Groups, Transfer Seminars, Freshman Seminars, College Scholars, and Faculty Perspective Seminars. These programs should be investigated early in the first year.

8. Sound planning is necessary to design a program that combines courses demanding extensive reading, daily exercises, laboratory work, and lengthy papers.

9. Planning might also include the use of university resources for improving skills in reading, computation, note-taking, test-taking, and writing.

Academic Majors, Minors, and Careers

University of Oregon undergraduate students must complete at least one academic major to graduate. A minor is another way to focus studies toward career and interest areas. Inquiries about minors should be directed to specific departments. Faculty advisors in the respective departments are the best sources of information about majors and minors.

Career Planning

Career Center

Hendricks Hall, Second Floor
career.uoregon.edu

Setting clear and achievable goals for the college years is very important. In addition to selecting a major before the end of the second year and participating in internships or volunteer work, it is also important to identify the skills and the knowledge you are interested in strengthening and creating a plan to achieve that goal.

Identifying a Career. Although the availability of employment is important in choosing majors and careers, it should not be the only consideration. Students should determine if their strengths are being used and developed in the major field they have chosen and if their interests lie in that field. Assistance in determining both strengths and interests is available to students from a variety of sources at the Career Center.

Explore and Prepare. Through individual advising appointments, group workshops, and classes, staff members of the Career Center facilitate the process of identifying potential career paths. Students can find information about careers with the following resources:

- **One-on-One Appointments.** Staff members help students determine the best steps to take in reaching specific career goals.

- **Career Development Classes.** The center offers 2-credit courses to assist students in career development, major selection, and preparation for internship and job searches. Seminar: [Topic] (CAS 407) (Career Decisions) covers self-assessment, career exploration, and decision-making; Seminar: [Topic] (CAS 407) (Prepare for Internship and Job Search) focuses on writing résumés and cover letters, networking, and interviewing. In both seminars, students create and implement an action plan tailored to their specific goals and career development. Class meeting dates and times are posted in the UO Schedule of Classes.

- **Group Sessions and Workshops.** The center hosts several sessions each term on a variety of career topics, including self-assessment (Myers-Briggs Type Indicator and Strong Interest Inventory) and job and internship strategies, such as résumé and cover-letter writing, interviewing skills, internship and full-time job searches, and finding part-time work while attending college, among others. Dates and times are posted on the Career Center website.

Roughly 80 percent of job offerings are never posted but are instead found through networking and internships. The Career Center offers opportunities to introduce students to employers and professionals and to help them gain job experience through a variety of ways.

- **Go Intern! Program.** This program offers students academic credit for engaging in supervised, preprofessional, career-related learning experiences. Students gain professional experience, develop skills, explore career fields, and contribute to the goals of their internship site, all while earning credit. More information may be found on the center website.

- **Career Fairs and Events.** The center brings representatives from local, national, and international companies and organizations to career and internship fairs throughout the academic year. Attending career fairs, employer presentations, and industry panels can clarify for students specifics about potential careers and employer expectations. In addition, the center hosts a multitude of events throughout the year designed to enhance student career development as well as the opportunity for students to interact with employers. Topics, dates, and times are posted on the center website.

- **UOAdVantage.** UOAdVantage (https://uoadvantage.uoregon.edu) is a tool to aid students in experiential learning opportunities and help them prepare for next steps after college. The UOAdVantage online interface allows students to record, organize, strategize, process, endorse, and promote their college internship experiences.
• **The Professional Network.** Located in Duck Connect, the university’s online job and internships database, the Professional Network is a group of professionals and parents who are committed to helping UO students throughout their career development.

• **Duck Connect.** Each year, thousands of jobs—part-time, full-time, on-campus work-study, summer, international, and internship opportunities—are posted in Duck Connect (https://career.uoregon.edu/duckconnect). In addition, the system houses several job search resources you can access anytime.

• **On-Campus Recruitment.** Hundreds of organizations conduct on-campus interviews with UO students for the purpose of hiring for their career positions, internships, or summer jobs. Many of these organizations also volunteer their time to provide practice interview experience to students who wish to gain practical and professional career-development skills.

• **Career Center Partner Program.** This program helps to introduce students to the employers who are committed to hiring UO students. These employers offer a variety of opportunities, ranging from part-time jobs to internships and career positions.

• **Alumni Career Services.** The center offers services to meet the needs of alumni seeking assistance in building their careers. Alumni are welcome to continue using the center’s free services in Eugene or Portland for up to one year after graduation. After that period expires, alumni are welcome to use career-coaching services for a fee. Career fairs, Duck Connect, and the center website are available to all alumni, regardless of graduation date.

• **Student Employment Enhancement.** One of the best ways to gain professional experience during college is through on-campus employment. Hundreds of student employee positions are available each year at a variety of times. In an effort to make the student employee experience as meaningful as possible, this program was created to support student supervisors. An evolving initiative, and you can learn more about it online (https://uosee.uoregon.edu/getinvolved).

**Support**

The UO Career Center is committed to providing customized opportunities and collaborative partnerships that support students who identify as traditionally underrepresented or underserved on campus.

**Multicultural Career Alliance.** The alliance provides programming focused on career exploration and future employment opportunities for students and alumni of color, student and alumni veterans, students and alumni who identify as LGBT, students and alumni with disabilities, in addition to all students and alumni whose communities are traditionally underrepresented on campus.

• **Diversity Career Symposium.** An all-day event hosted by the alliance. It provides students and alumni with the tools they need to secure a job or internship and allows them to meet employers that support and celebrate diversity.

• **International Student Career Alliance.** A collaborative effort to respond strategically and systemically to the career and professional development needs and opportunities of international students on campus.

• **Student Veteran Career Peer Advising.** Student veterans on campus are provided with career assistance through peer advising sessions. The services being offered include résumé and cover-letter assistance as well as full- and part-time job and internship searches.

The services and committees listed above have opportunities for students to get involved. E-mail career@uoregon.edu to learn more.

**Undergraduate Majors**

• Accounting (p. 534): BA, BS
• Anthropology (p. 62): BA, BS
• Architecture (p. 589): BArch
• Art (p. 599): BA, BS, BFA
• Art and technology (p. 599): BA, BS, BFA
• Art history (p. 631): BA
• Arts management (https://aad.uoregon.edu/undergraduate-arts-management-major): BA, BS
• Asian studies (p. 73): BA
• Biochemistry (p. 100): BA, BS
• Biology (p. 80): BA, BS
• Business administration (p. 555): BA, BS
• Ceramics (p. 599): BFA
• Chemistry (p. 100): BA, BS
• Chinese (p. 185): BA
• Cinema studies (p. 122): BA
• Classics (p. 126): BA
• Communication disorders and sciences (p. 717): BA, BS
• Comparative literature (p. 138): BA
• Computer and information science (p. 149): BA, BS
• Dance (p. 809): BA, BS
• Digital arts: BA inactive, BS inactive, BFA inactive
• Earth sciences (p. 166): BA, BS
• Economics (p. 209): BA, BS
• Educational foundations (p. 706): BA, BS, BEd inactive
• English (p. 221): BA
• Environmental science (p. 237): BA, BS
• Environmental studies (p. 237): BA, BS
• Ethnic studies (p. 248): BA, BS
• Family and human services (p. 685): BA, BS, BEd
• Fibers (p. 599): BFA
• Folklore (p. 256): BA
• French (p. 468): BA
• General science (p. 264): BA, BS
• General social science (p. 268): BA, BS
• Geography (p. 272): BA, BS
• Geological sciences: BA inactive, BS inactive
• German (p. 286): BA
• History (p. 298): BA, BS
• Humanities (p. 309): BA
• Human physiology (p. 313): BA, BS
• Interior architecture (p. 637): BArch
• International studies (p. 323): BA, BS
• Italian (p. 468): BA
• Japanese (p. 185): BA
• Journalism (p. 736): BA, BS
• Journalism: advertising (p. 750): BA, BS
• Journalism: communication studies: BA inactive, BS inactive
• Journalism: media studies (p. 759): BA, BS
• Journalism: public relations (p. 768): BA, BS
• Judaic studies (p. 343): BA
• Landscape architecture (p. 646): BLA
• Latin American studies (p. 346): BA
• Linguistics (p. 350): BA
• Marine biology (p. 80): BA, BS
• Material and product studies: BA inactive, BS inactive
• Mathematics (p. 362): BA, BS
• Mathematics and computer science (p. 383): BA, BS
• Medieval studies (p. 398): BA
• Metalsmithing and jewelry (p. 599): BFA
• Music (p. 823): BA, BS
• Music composition (p. 823): BMus
• Music education (p. 823): BMME
• Music: jazz studies (p. 823): BMus
• Music performance (p. 823): BMus
• Painting (p. 599): BFA
• Philosophy (p. 406): BA, BS
• Photography (p. 599): BFA
• Physics (p. 416): BA, BS
• Planning, public policy and management (p. 657): BA, BS
• Political science (p. 437): BA, BS
• Printmaking (p. 599): BFA
• Product design (p. 673): BA, BS, BFA
• Psychology (p. 448): BA, BS
• Religious studies (p. 460): BA, BS
• Romance languages (p. 468): BA
• Russian, East European, and Eurasian studies (p. 487): BA
• Sculpture (p. 599): BFA
• Sociology (p. 494): BA, BS
• Spanish (p. 468): BA
• Spatial data science and technology (p. 272): BA, BS
• Theater arts (p. 504): BA, BS
• Women's and gender studies: BA inactive, BS inactive
• Women's, gender, and sexuality studies (p. 511): BA, BS

Majors, Minors, Options

University of Oregon undergraduate students must complete an academic major to graduate; they may also complete additional majors, minors, or both. Options within majors or minors are additional ways of focusing academic interests, but they do not appear on academic transcripts. Other terms used for options include areas of concentration, emphasis, focus, or specialization; preparatory programs; primary and secondary areas or subjects; fields or subfields; programs of emphasis or study; and tracks. Technically, there are no minors in graduate degree and certificate programs. Graduate students also may pursue options within their major disciplines.

Minors

• African studies (p. 56)
• Anthropology (p. 62)
• Arabic studies (p. 460)
• Leadership and administrative skills
• Legal studies (p. 797)
• Linguistics (p. 350)
• Mathematics (p. 362)
• Media studies (p. 792)
• Medieval studies (p. 398)
• Middle East–North Africa studies (p. 401)
• Multimedia (p. 599)
• Music (p. 823)
• Music technology (p. 823)
• Native American studies (p. 402)
• Nonprofit administration (p. 657)
• Peace studies (p. 405)
• Philosophy (p. 406)
• Physics (p. 416)
• Planning, public policy and management (p. 657)
• Political science (p. 437)
• Product design (p. 673)
• Psychology (p. 448)
• Queer studies
• Religious studies (p. 460)
• Russian, East European, and Eurasian studies (p. 487)
• Scandinavian (p. 286)
• Sociology (p. 494)
• South Asian studies (p. 73)
• Southeast Asian studies (p. 73)
• Spanish (p. 468)
• Special (p. 717) education
• Theater arts (p. 504)
• Women’s and gender studies inactive
• Women’s, gender, and sexuality studies (p. 511)
• Writing, public speaking, and critical reasoning (p. 223)

**Majors, Minors, Options**

University of Oregon undergraduate students must complete an academic major to graduate; they may also complete additional majors, minors, or both. Options within majors or minors are additional ways of focusing academic interests, but they do not appear on academic transcripts. Other terms used for options include areas of concentration, emphasis, focus, or specialization; preparatory programs; primary and secondary areas or subjects; fields or subfields; programs of emphasis or study; and tracks. Technically, there are no minors in graduate degree and certificate programs. Graduate students also may pursue options within their major disciplines.

**Graduate Majors and Specializations**

### Graduate Majors

- Accounting (p. 540): MActg, PhD
- Advertising and brand responsibility: MA, MS
- American law (p. 798): LLM
- Anthropology (p. 798): MA, MS, PhD
- Applied information management. See Interdisciplinary studies: applied information management
- Applied physics (p. 430): MS
- Architecture (p. 591): MArch, MS, PhD
- Art (p. 612): MFA
- Art history (p. 633): MA, PhD
- Arts management (p. 624): MA, MS
- Asian studies (p. 76): MA, MS inactive
- Biology (p. 92): MA, MS, PhD
- Business law (p. 798): LLM
- Chemistry (p. 115): MA, MS, PhD
- Classics (p. 135): MA
- Communication disorders and sciences (p. 723): MA, MS, PhD
- Community and regional planning (p. 663): MCRP
- Comparative literature (p. 142): MA, PhD
- Computer and information science (p. 156): MA, MS, PhD
- Conflict and dispute resolution (p. 798): LLM, MA, MS
- Counseling, family, and human services (p. 693): MA, MS, MEd
- Counseling psychology (p. 693): DEd, PhD
- Couples and family therapy (p. 693): MS
- Creative writing (p. 164): MFA
- Critical and sociocultural studies in education (p. 711): PhD
- Curriculum and teacher education (p. 711): MS
- Curriculum and teaching (p. 711): MEd
- Dance (p. 813): MA, MS, MFA
- Earth sciences (p. 179): MA, MS, PhD
- East Asian languages and literatures (p. 196): MA, PhD
- Economics (p. 208): MA, MS, PhD
- Educational leadership (p. 701): MA, MS, MEd, DEd, PhD
- English (p. 226): MA, PhD
- Environmental and natural resources law (p. 798): LLM
- Environmental sciences, studies, and policy (p. 244): PhD
- Environmental studies (p. 244): MA, MS
- Finance (p. 550): MA, MS, PhD
- Folklore (p. 259): MA, MS
- French (p. 473): MA
- General business (p. 560): MBA
- Geography (p. 279): MA, MS, PhD
- Geological sciences: MA inactive, MS inactive, PhD inactive
- German (p. 290): MA, PhD
- Historic preservation (p. 628): MS
- History (p. 300): MA, PhD
- Human physiology (p. 317): MS, PhD
- Interdisciplinary studies: applied information management (p. 903): MS
- Interdisciplinary studies: individualized program: (p. 890) MA, MS (e.g., religious studies)
- Interdisciplinary studies: teaching: one subject: MA inactive
- Interior architecture (p. 641): MIArch, MS
- Intermedia music technology (p. 853): MMus
- International studies (p. 339): MA
• Italian (p. 473): MA
• Journalism (p. 742): MA, MS
• Journalism: magazine: MA
• Journalism: news-editorial: MA
• Landscape architecture (p. 649): MLA, PhD
• Language teaching studies: MA
• Law (p. 798): JD
• Linguistics (p. 353): MA, PhD
• Management (p. 560): MA*, MS*, PhD
• Marketing (p. 569): MA*, MS*, PhD
• Mathematics (p. 375): MA, MS, PhD
• Media studies (p.): MA, MS, PhD
• Multimedia journalism (p. 742): MA, MS
• Music composition (p. 853): MMus, DMA, PhD
• Music: conducting (p. 853): MMus
• Music education (p. 853): MMus, PhD
• Music: jazz studies (p. 853): MMus
• Musicology (p. 853): MA, PhD
• Music performance (p. 853): MMus, DMA
• Music: piano pedagogy (p. 853): MMus
• Music theory (p. 853): MA, PhD
• Nonprofit management (p. 663): MNM
• Operations and business analytics (p. 578): MA*, MS*, PhD
• Philosophy (p. 410): MA, PhD
• Physics (p. 430): MA, MS, PhD
• Political science (p. 441): MA, MS, PhD
• Prevention science (https://education.uoregon.edu/program/prevention-science): MS, MEd, PhD
• Psychology (p. 453): MA, MS, PhD
• Public administration (p. 663): MPA
• Romance languages (p. 473): MA, PhD
• Russian, East European, and Eurasian studies (p. 489): MA
• School psychology (p. 723): MA, MS, MEd, PhD
• Sociology (p. 498): MA*, MS*, PhD
• Spanish (p. 473): MA
• Special education (p. 723): MA, MS, MEd, DEd, PhD
• Special education: rehabilitation (p. 723): DEd, PhD
• Sports product design (p. 677): MS
• Sports product management (p. 529): MS
• Strategic communication (p. 785): MA, MS
• Theater arts (p. 507): MA, MS, MFA, PhD
• Food studies (http://foodstudies.uoregon.edu/graduate-specialization-in-food-studies)
• Housing
• Innovation and entrepreneurship
• Interior architecture
• Neuroscience
• Performing arts management
• Politics, culture, and identity
• Prevention science
• Quantitative research methods
• Regional and international conflict
• Spanish language psychological service and research
• Sports business
• Sustainable business practices
• Translation studies
• Urban architecture and urban design
• Urban historic preservation

**Majors, Minors, Options**

University of Oregon undergraduate students must complete an academic major to graduate; they may also complete additional majors, minors, or both. Options within majors or minors are additional ways of focusing academic interests, but they do not appear on academic transcripts. Other terms used for options include areas of concentration, emphasis, focus, or specialization; preparatory programs; primary and secondary areas or subjects; fields or subfields; programs of emphasis or study; and tracks. Technically, there are no minors in graduate degree and certificate programs. Graduate students also may pursue options within their major disciplines.

**Certificates**

• Communication disorders: graduate inactive
• Communication ethics (p. 735): graduate (p. 735)
• Continuing administrator—superintendent: graduate inactive
• Early childhood: graduate inactive
• Early childhood–elementary special education (p. 723): graduate* (p. 723)
• Early childhood–elementary special education (p. 723): graduate (p. 723)
• Early intervention–early childhood special education (p. 723): graduate (p. 723)
• Ecological design (p. 594): graduate (p. 594)
• Educational foundations—secondary: undergraduate
• Elementary (p. 679): graduate (p. 679)
• English for speakers of other languages: graduate inactive
• English for speakers of other languages—bilingual: graduate inactive
• Film studies (p. 124): undergraduate (p. 124)
• Folklore: undergraduate
• Global management (p. 562): undergraduate (p. 562)
• Initial administrator: graduate inactive
• Integrated teaching: graduate
• Middle-secondary education (p. 679): graduate (p. 679)
• Middle-secondary special education (p. 723): graduate (p. 723)*
• Museum studies (p. 656): graduate (p. 656)
• Music education: graduate inactive

Those programs through which a master’s degree is only attainable en route to a doctoral degree are marked with an asterisk (*).
• New media and culture (p. 656): graduate (p. 656)
• Nonprofit management (p. 663): graduate (p. 663)
• Online learning: graduate
• Oregon leadership in sustainability (p. 663): graduate (p. 663)
• Reading education teaching: graduate inactive
• Russian, East European, and Eurasian studies (p. 489): undergraduate (p. 489) inactive, graduate
• School psychology (p. 723): graduate (p. 723)
• Second-language acquisition and teaching (p. 356): undergraduate (p. 356)
• Special education: undergraduate
• Technical teaching in architecture (p. 594): graduate (p. 594)
• Women’s and gender studies (p. 515): graduate (p. 515) inactive
• Women’s, gender, and sexuality studies: graduate
• Writing, public speaking, and critical reasoning (p. 228): undergraduate (p. 228)

* Effective fall 2012, students will no longer be admitted to this certificate program

Majors, Minors, Options
University of Oregon undergraduate students must complete an academic major to graduate; they may also complete additional majors, minors, or both. Options within majors or minors are additional ways of focusing academic interests, but they do not appear on academic transcripts. Other terms used for options include areas of concentration, emphasis, focus, or specialization; preparatory programs; primary and secondary areas or subjects; fields or subfields; programs of emphasis or study; and tracks. Technically, there are no minors in graduate degree and certificate programs. Graduate students also may pursue options within their major disciplines.

General-Education Courses
See the Office of the Registrar page for more information about group-satisfying and multicultural courses: registrar.uoregon.edu/group_courses.

Arts and Letters
AAAP 120 University of Oregon: Preservation and Place 4
AAD 250 Art and Human Values 4
AAD 251 The Arts and Visual Literacy 4
AAD 252 Art and Gender 4
AAD 301 Understanding Arts and Creative Sectors 4
ARB 331 Reading Classical Arabic 4
ARB 353 Arab Cinema 4
ARH 101 Global Masterpieces: Monuments in Context 4
ARH 204 History of Western Art I 4
ARH 205 History of Western Art II 4
ARH 206 History of Western Art III 4
ARH 208 History of Chinese Art 4
ARH 209 History of Japanese Art 4
ARH 210 Contemporary Asian Art and Architecture 4
ARH 211 Survey of Latin American Arts 4

ARH 314 History of World Architecture I 4
ARH 315 History of World Architecture II 4
ARH 322 Art of Ancient Greece 4
ARH 323 Art of Ancient Rome 4
ARH 348 Rome in Age of Bernini 4
ARH 351 19th-Century Art 4
ARH 353 Modern Art, 1880–1950 4
ARH 354 Contemporary Art 4
ARH 358 History of Design 4
ARH 359 History of Photography 4
ARH 387 Chinese Buddhist Art 4
ART 101 Understanding Contemporary Media 4
ART 111 The Artist Experience 4
ASIA 111 Great Books on Modern Asia 4
CHN 150 Introduction to Chinese Narrative 4
CHN 151 Introduction to Chinese Film 4
CHN 152 Introduction to Chinese Popular Culture 4
CHN 305 History of Chinese Literature 4
CHN 306 History of Chinese Literature 4
CHN 307 History of Chinese Literature 4
CHN 308 Literature of Modern Taiwan 4
CHN 350 Gender and Sexuality in Traditional Chinese Literature 4
CHN 351 Gender and Sexuality in Modern Chinese Literature 4
CHN 380 Self and Society in Traditional Chinese Literature 4
CINE 230 Remix Cultures 4
CINE 330 Film Festivals 4
CINE 350 Gender and Sexuality in European Cinema 4
CINE 360 Film Theory 4
CINE 365 Digital Cinema 4
CLAS 110 Classical Mythology 4
CLAS 201 Greek Life and Culture 4
CLAS 202 Roman Life and Culture 4
CLAS 301 Greek and Roman Epic 4
CLAS 302 Greek and Roman Tragedy 4
CLAS 303 Classical Greek Philosophers 4
CLAS 310 Early China, Ancient Greece 4
CLAS 311 Death and Rebirth in Greece and India 4
CLAS 314 Gender and Sexuality in Antiquity 4
COLT 101 Introduction to Comparative Literature 4
COLT 102 Introduction to Comparative Literature 4
COLT 103 Introduction to Comparative Literature 4
COLT 211 Comparative World Literature 4
COLT 212 Comparative World Cinema 4
COLT 231 Literature and Society 4
COLT 232 Literature and Film 4
COLT 301 Approaches to Comparative Literature 4
COLT 305 Cultural Studies 4
COLT 360 Gender and Identity in Literature 4
COLT 370 Comparative Comics 4
DAN 251 Looking at Dance 4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 301</td>
<td>African Dance Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>EALL 209</td>
<td>Language and Society in East Asia</td>
<td>4</td>
</tr>
<tr>
<td>EALL 210</td>
<td>China: A Cultural Odyssey</td>
<td>4</td>
</tr>
<tr>
<td>EALL 211</td>
<td>Japan: A Cultural Odyssey</td>
<td>4</td>
</tr>
<tr>
<td>EALL 360</td>
<td>East Asian Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 104</td>
<td>Introduction to Literature: Fiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Introduction to Literature: Drama</td>
<td>4</td>
</tr>
<tr>
<td>ENG 106</td>
<td>Introduction to Literature: Poetry</td>
<td>4</td>
</tr>
<tr>
<td>ENG 107</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 108</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 109</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 110</td>
<td>Introduction to Film and Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 207</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 208</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 215</td>
<td>Survey of American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 216</td>
<td>Survey of American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 225</td>
<td>Age of King Arthur</td>
<td>4</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Introduction to Environmental Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 240</td>
<td>Introduction to Disability Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 241</td>
<td>Introduction to African American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 242</td>
<td>Introduction to Asian American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 243</td>
<td>Introduction to Chicano and Latino Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 244</td>
<td>Introduction to Native American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 250</td>
<td>Literature and Digital Culture</td>
<td>4</td>
</tr>
<tr>
<td>ENG 265</td>
<td>History of the Motion Picture</td>
<td>4</td>
</tr>
<tr>
<td>ENG 266</td>
<td>History of the Motion Picture</td>
<td>4</td>
</tr>
<tr>
<td>ENG 267</td>
<td>History of the Motion Picture</td>
<td>4</td>
</tr>
<tr>
<td>ENG 280</td>
<td>Introduction to Comic Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 321</td>
<td>English Novel</td>
<td>4</td>
</tr>
<tr>
<td>ENG 322</td>
<td>English Novel</td>
<td>4</td>
</tr>
<tr>
<td>ENG 323</td>
<td>English Novel</td>
<td>4</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Oral Controversy and Advocacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG 335</td>
<td>Inventing Arguments</td>
<td>4</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Jewish Writers</td>
<td>4</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Film, Media, and History</td>
<td>4</td>
</tr>
<tr>
<td>ENG 381</td>
<td>Film, Media, and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ENG 385</td>
<td>Graphic Narratives and Cultural Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENG 386</td>
<td>Bodies in Comics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 391</td>
<td>American Novel</td>
<td>4</td>
</tr>
<tr>
<td>ENG 392</td>
<td>American Novel</td>
<td>4</td>
</tr>
<tr>
<td>ENG 394</td>
<td>20th-Century Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 395</td>
<td>20th-Century Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Introduction to Environmental Studies: Humanities</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 345</td>
<td>Environmental Ethics</td>
<td>4</td>
</tr>
<tr>
<td>FLR 225</td>
<td>Voices of Africa</td>
<td>4</td>
</tr>
<tr>
<td>FLR 235</td>
<td>Folklore and the Supernatural</td>
<td>4</td>
</tr>
<tr>
<td>FLR 236</td>
<td>Magic in the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>FLR 245</td>
<td>Folklore and the Pacific Northwest</td>
<td>4</td>
</tr>
<tr>
<td>FLR 250</td>
<td>Introduction to Folklore</td>
<td>4</td>
</tr>
<tr>
<td>FLR 255</td>
<td>Folklore and United States Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>FLR 320</td>
<td>Car Cultures</td>
<td>4</td>
</tr>
<tr>
<td>FLR 350</td>
<td>Folklore and the Bible</td>
<td>4</td>
</tr>
<tr>
<td>FLR 370</td>
<td>Folklore and Sexuality</td>
<td>4</td>
</tr>
<tr>
<td>FR 150</td>
<td>Cultural Legacies of France</td>
<td>4</td>
</tr>
<tr>
<td>FR 361</td>
<td>French Cinema for Nonmajors</td>
<td>4</td>
</tr>
<tr>
<td>GER 206</td>
<td>Law in Literature</td>
<td>4</td>
</tr>
<tr>
<td>GER 220M</td>
<td>From Kierkegaard to Kafka</td>
<td>4</td>
</tr>
<tr>
<td>GER 221</td>
<td>Postwar Germany: Nation Divided</td>
<td>4</td>
</tr>
<tr>
<td>GER 222</td>
<td>Voices of Dissent in Germany</td>
<td>4</td>
</tr>
<tr>
<td>GER 223</td>
<td>Germany: A Multicultural Society</td>
<td>4</td>
</tr>
<tr>
<td>GER 250</td>
<td>The Culture of Money</td>
<td>4</td>
</tr>
<tr>
<td>GER 251</td>
<td>Sexuality</td>
<td>4</td>
</tr>
<tr>
<td>GER 252</td>
<td>War, Violence, Trauma</td>
<td>4</td>
</tr>
<tr>
<td>GER 317</td>
<td>Study in Germany</td>
<td>4</td>
</tr>
<tr>
<td>GER 350</td>
<td>Genres in German Literature</td>
<td>4</td>
</tr>
<tr>
<td>GER 351</td>
<td>Diversity in Germany</td>
<td>4</td>
</tr>
<tr>
<td>GER 352</td>
<td>Authors in German Literature</td>
<td>4</td>
</tr>
<tr>
<td>GER 354</td>
<td>German Gender Studies</td>
<td>4</td>
</tr>
<tr>
<td>GER 355</td>
<td>German Cinema: History, Theory, Practice</td>
<td>4</td>
</tr>
<tr>
<td>GER 356</td>
<td>German Fairy Tales</td>
<td>1-4</td>
</tr>
<tr>
<td>GER 357</td>
<td>Nature, Culture, and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>HC 221H</td>
<td>Honors College Literature</td>
<td>4</td>
</tr>
<tr>
<td>HC 222H</td>
<td>Honors College Literature</td>
<td>4</td>
</tr>
<tr>
<td>HUM 101</td>
<td>Introduction to the Humanities I</td>
<td>4</td>
</tr>
<tr>
<td>HUM 102</td>
<td>Introduction to the Humanities II</td>
<td>4</td>
</tr>
<tr>
<td>HUM 103</td>
<td>Introduction to the Humanities III</td>
<td>4</td>
</tr>
<tr>
<td>HUM 240</td>
<td>Medical Humanities</td>
<td>4</td>
</tr>
<tr>
<td>HUM 245</td>
<td>Food, Art, and Literature</td>
<td>4</td>
</tr>
<tr>
<td>HUM 260</td>
<td>Postwar European Culture</td>
<td>4</td>
</tr>
<tr>
<td>HUM 300</td>
<td>Themes in the Humanities</td>
<td>4</td>
</tr>
<tr>
<td>HUM 354</td>
<td>The City</td>
<td>4</td>
</tr>
<tr>
<td>HUM 355</td>
<td>The American City</td>
<td>4</td>
</tr>
<tr>
<td>HUM 361</td>
<td>Ancient Science and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 150</td>
<td>Cultural Legacies of Italy</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 152</td>
<td>Desire and Resistance: Italian Cinema</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 252</td>
<td>The Italian-American Experience</td>
<td>4</td>
</tr>
<tr>
<td>J 397</td>
<td>Media Ethics</td>
<td>4</td>
</tr>
<tr>
<td>JDST 212</td>
<td>Medieval and Early Modern Judaism</td>
<td>4</td>
</tr>
<tr>
<td>JPN 250</td>
<td>Manga Millennium</td>
<td>4</td>
</tr>
<tr>
<td>JPN 305</td>
<td>Introduction to Japanese Literature</td>
<td>4</td>
</tr>
<tr>
<td>JPN 306</td>
<td>Introduction to Japanese Literature</td>
<td>4</td>
</tr>
<tr>
<td>JPN 307</td>
<td>Introduction to Japanese Literature</td>
<td>4</td>
</tr>
<tr>
<td>JPN 315</td>
<td>Introduction to Japanese Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>KRN 151</td>
<td>Introduction to Korean Cinema</td>
<td>4</td>
</tr>
<tr>
<td>KRN 309</td>
<td>Languages and Cultural Formation in Korea</td>
<td>4</td>
</tr>
<tr>
<td>KRN 315</td>
<td>Introduction to Korean Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>KRN 360</td>
<td>Contemporary Korean Film</td>
<td>4</td>
</tr>
<tr>
<td>KRN 361</td>
<td>Korean Popular Culture and Transnationalism</td>
<td>4</td>
</tr>
<tr>
<td>LA 260</td>
<td>Understanding Landscapes</td>
<td>4</td>
</tr>
</tbody>
</table>
### General-Education Courses

**Photography and Environmental Values** 4
**Contemporary American Landscape** 4
**Structure of English Words** 4
**History of Jazz, 1900–1950** 4
**History of Jazz, 1940 to Present** 4
**Understanding Music** 4
**Popular Songwriting** 4
**Elements of Electronic Music** 4
**Survey of Music History** 4
**Survey of Music History** 4
**Survey of Music History** 4
**History of the Blues** 4
**Music, Gender, Sexuality** 4
**The Music of Bach and Handel** 4
**Survey of Opera** 4
**Music in World Cultures** 4
**Music of the Americas** 4
**Hip-Hop Music: History, Culture, Aesthetics** 4
**The Beatles and Their Times** 4
**Survey of African Music** 4
**Film: Drama, Photography, Music** 4
**American Musical Theater** 4
**Philosophical Problems** 4
**Ethics** 4
**Critical Reasoning** 4
**Human Nature** 4
**Ethics of Enterprise and Exchange** 4
**Philosophy and Popular Culture** 4
**Love and Sex** 4
**Existentialism** 4
**Asian Philosophy** 4
**Philosophy and Cultural Diversity** 4
**History of Philosophy: Ancient and Medieval** 4
**History of Philosophy: Modern** 4
**History of Philosophy: 19th Century** 4
**Introduction to Feminist Philosophy** 4
**Philosophy of the Arts** 4
**Philosophy and Disaster** 4
**Philosophy of Film** 4
**Medical Ethics** 4
**Environmental Philosophy** 4
**Introduction to Latin American Philosophy** 4
**Place in the Cosmos** 4
**Lusofonia: The Portuguese-Speaking World** 4
**World Religions: Asian Traditions** 4
**World Religions: Near Eastern Traditions** 4
**Introduction to the Bible I** 4
**Introduction to the Bible II** 4
**Introduction to Islam** 4
**Jesus and the Gospels** 4
**Women in Judaism** 4
**Introduction to the Qur’an** 4
**Dark Self, East and West** 4
**Mysticism** 4
**Introduction to Russian Literature** 4
**Introduction to Russian Literature** 4
**Introduction to Russian Literature** 4
**Russian Culture** 4
**Russian Short Story** 4
**Dostoevsky** 4
**Tolstoy** 4
**Russian Literature and Film** 4
**From Kierkegaard to Kafka** 4
**Text and Interpretation** 4
**Vikings through the Icelandic Sagas** 4
**Nordic Cinema** 4
**History of Cinema** 4
**Constructions versus Constrictions of Identity** 4
**Revisions of the Scandinavian Dream** 4
**Norse Mythology** 4
**Periods in Scandinavian Literature** 4
**Scandinavian Women Writers** 4
**Genres in Scandinavian Literature** 4
**Scandinavian Women Writers** 4
**Norse Mythology** 4
**Identity** 4
**History of Cinema** 4
**Nordic Cinema** 4
**Vikings through the Icelandic Sagas** 4
**Text and Interpretation** 4
**From Kierkegaard to Kafka** 4
**Russian Literature** 4
**Tolstoy** 4
**Dostoevsky** 4
**Russian Short Story** 4
**Russian Culture** 4
**Philosophy and Popular Culture** 4
**Ethics of Enterprise and Exchange** 4
**Human Nature** 4
**Philosophy and Popular Culture** 4
**Love and Sex** 4
**Existentialism** 4
**Asian Philosophy** 4
**Philosophy and Cultural Diversity** 4
**History of Philosophy: Ancient and Medieval** 4
**History of Philosophy: Modern** 4
**History of Philosophy: 19th Century** 4
**Introduction to Feminist Philosophy** 4
**Philosophy of the Arts** 4
**Philosophy and Disaster** 4
**Philosophy of Film** 4
**Medical Ethics** 4
**Environmental Philosophy** 4
**Introduction to Latin American Philosophy** 4
**Place in the Cosmos** 4
**Lusofonia: The Portuguese-Speaking World** 4
**World Religions: Asian Traditions** 4
**World Religions: Near Eastern Traditions** 4
**Introduction to the Bible I** 4
**Introduction to the Bible II** 4
**Introduction to Islam** 4
**Jesus and the Gospels** 4

### Arts and Letters: Languages

Students may not use courses that fulfill the second-language requirement for the bachelor of arts degree to fulfill the arts and letters group requirement as well.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 201</td>
<td>Second-Year Arabic</td>
<td>5</td>
</tr>
<tr>
<td>ARB 202</td>
<td>Second-Year Arabic</td>
<td>5</td>
</tr>
<tr>
<td>ARB 203</td>
<td>Second-Year Arabic</td>
<td>5</td>
</tr>
<tr>
<td>ARB 301</td>
<td>Language and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ARB 302</td>
<td>Language and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ARB 303</td>
<td>Language and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ASL 201</td>
<td>Second-Year American Sign Language</td>
<td>4</td>
</tr>
<tr>
<td>ASL 202</td>
<td>Second-Year American Sign Language</td>
<td>4</td>
</tr>
<tr>
<td>ASL 203</td>
<td>Second-Year American Sign Language</td>
<td>4</td>
</tr>
<tr>
<td>CHN 201</td>
<td>Second-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 202</td>
<td>Second-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 203</td>
<td>Second-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 301</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 302</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 303</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>FR 201</td>
<td>Second-Year French</td>
<td>4</td>
</tr>
<tr>
<td>FR 202</td>
<td>Second-Year French</td>
<td>4</td>
</tr>
<tr>
<td>FR 203</td>
<td>Second-Year French</td>
<td>4</td>
</tr>
<tr>
<td>FR 301</td>
<td>Culture et langage: la France contemporaine</td>
<td>4</td>
</tr>
<tr>
<td>FR 302</td>
<td>Culture et langage: Le monde francophone</td>
<td>4</td>
</tr>
<tr>
<td>FR 312</td>
<td>French Survey: Francophone Literature</td>
<td>4</td>
</tr>
<tr>
<td>FR 317</td>
<td>French Survey: Medieval and Renaissance</td>
<td>4</td>
</tr>
<tr>
<td>FR 318</td>
<td>French Survey: Baroque and Enlightenment</td>
<td>4</td>
</tr>
<tr>
<td>FR 319</td>
<td>French Survey: 19th and 20th Centuries</td>
<td>4</td>
</tr>
<tr>
<td>FR 330</td>
<td>French Poetry</td>
<td>4</td>
</tr>
<tr>
<td>FR 331</td>
<td>French Theater</td>
<td>4</td>
</tr>
<tr>
<td>FR 333</td>
<td>French Narrative</td>
<td>4</td>
</tr>
<tr>
<td>FR 362</td>
<td>French Film</td>
<td>4</td>
</tr>
<tr>
<td>GER 201</td>
<td>Second-Year German</td>
<td>4</td>
</tr>
<tr>
<td>GER 202</td>
<td>Second-Year German</td>
<td>4</td>
</tr>
<tr>
<td>GER 203</td>
<td>Second-Year German</td>
<td>4</td>
</tr>
<tr>
<td>GER 204</td>
<td>Intensive Second-Year German</td>
<td>6</td>
</tr>
<tr>
<td>GER 205</td>
<td>Intensive Second-Year German</td>
<td>6</td>
</tr>
<tr>
<td>GER 311</td>
<td>Intermediate Language Training</td>
<td>4</td>
</tr>
<tr>
<td>GER 312</td>
<td>Intermediate Language Training</td>
<td>4</td>
</tr>
<tr>
<td>GER 313</td>
<td>Intermediate Language Training</td>
<td>4</td>
</tr>
<tr>
<td>GER 340</td>
<td>Introduction to German Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>GER 341</td>
<td>Introduction to German Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>GER 360</td>
<td>Introduction to German Literature: Poetry, Plays, Prose</td>
<td>4</td>
</tr>
<tr>
<td>GER 361</td>
<td>Introduction to German Literature: Literary</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Movements</td>
<td></td>
</tr>
<tr>
<td>GER 362</td>
<td>Introduction to German Literature: Interpretive</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Models</td>
<td></td>
</tr>
<tr>
<td>GER 366</td>
<td>Themes in German Literature</td>
<td>4</td>
</tr>
<tr>
<td>GER 367</td>
<td>Themes in German Literature</td>
<td>4</td>
</tr>
<tr>
<td>GER 368</td>
<td>Themes in German Literature</td>
<td>4</td>
</tr>
<tr>
<td>GRK 301</td>
<td>Authors: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>GRK 302</td>
<td>Authors: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 201</td>
<td>Second-Year Italian</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 202</td>
<td>Second-Year Italian</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 203</td>
<td>Second-Year Italian</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 301</td>
<td>Cultura e lingua: l'Italia contemporanea</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 303</td>
<td>Cultura e lingua: societa, economia, politica</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 305</td>
<td>Cultura e lingua: arte, musica, i mass media</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 317</td>
<td>Italian Survey: Medieval and Renaissance</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 318</td>
<td>Italian Survey: Baroque and Enlightenment</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 319</td>
<td>Italian Survey: 19th and 20th Centuries</td>
<td>4</td>
</tr>
<tr>
<td>JPN 201</td>
<td>Second-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 202</td>
<td>Second-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 203</td>
<td>Second-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 301</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 302</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 303</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>KRN 201</td>
<td>Second-Year Korean</td>
<td>5</td>
</tr>
<tr>
<td>KRN 202</td>
<td>Second-Year Korean</td>
<td>5</td>
</tr>
<tr>
<td>KRN 203</td>
<td>Second-Year Korean</td>
<td>5</td>
</tr>
<tr>
<td>KRN 301</td>
<td>Third Year Korean</td>
<td>5</td>
</tr>
<tr>
<td>KRN 302</td>
<td>Third-Year Korean</td>
<td>5</td>
</tr>
<tr>
<td>KRN 303</td>
<td>Third-Year Korean</td>
<td>5</td>
</tr>
<tr>
<td>LAT 301</td>
<td>Authors: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>LAT 302</td>
<td>Authors: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>LAT 303</td>
<td>Authors: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>PORT 201</td>
<td>Second Year Portuguese</td>
<td>4</td>
</tr>
<tr>
<td>PORT 202</td>
<td>Second-Year Portuguese</td>
<td>4</td>
</tr>
<tr>
<td>PORT 203</td>
<td>Second-Year Portuguese</td>
<td>4</td>
</tr>
<tr>
<td>PORT 301</td>
<td>Cultura e Lingua: Expressoes Artisticas</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 201</td>
<td>Second-Year Russian</td>
<td>5</td>
</tr>
<tr>
<td>RUSS 202</td>
<td>Second-Year Russian</td>
<td>5</td>
</tr>
<tr>
<td>RUSS 203</td>
<td>Second-Year Russian</td>
<td>5</td>
</tr>
<tr>
<td>RUSS 316</td>
<td>Third-Year Russian</td>
<td>5</td>
</tr>
<tr>
<td>RUSS 317</td>
<td>Third-Year Russian</td>
<td>5</td>
</tr>
<tr>
<td>RUSS 318</td>
<td>Third-Year Russian</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Second-Year Spanish</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Second-Year Spanish</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 203</td>
<td>Second-Year Spanish</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 218</td>
<td>Latino Heritage I</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 228</td>
<td>Latino Heritage II</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 301</td>
<td>Cultura y Lengua: Identidades Hispanas</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Cultura y lengua: expresiones artisticas</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 305</td>
<td>Cultura y lengua: cambios sociales</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 341</td>
<td>Hispanic Cultures through Literature I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 342</td>
<td>Hispanic Cultures through Literature II</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 343</td>
<td>Hispanic Cultures through Literature III</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 344</td>
<td>Hispanic Cultures through Literature IV</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 348</td>
<td>United States Latino Literature and Culture</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 350</td>
<td>Introduction to Poetry</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 351</td>
<td>Introduction to Theater</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 353</td>
<td>Introduction to Narrative</td>
<td>4</td>
</tr>
<tr>
<td>SWAH 201</td>
<td>Second-Year Swahili</td>
<td>5</td>
</tr>
<tr>
<td>SWAH 202</td>
<td>Second-Year Swahili</td>
<td>5</td>
</tr>
<tr>
<td>SWAH 203</td>
<td>Second Year Swahili</td>
<td>5</td>
</tr>
<tr>
<td>SWAH 301</td>
<td>Advanced Swahili</td>
<td>5</td>
</tr>
<tr>
<td>SWAH 302</td>
<td>Contemporary Swahili Literature</td>
<td>4</td>
</tr>
<tr>
<td>SWAH 303</td>
<td>Language and Culture: Swahili Nation</td>
<td>4</td>
</tr>
<tr>
<td>SWED 201</td>
<td>Second-Year Swedish</td>
<td>4</td>
</tr>
<tr>
<td>SWED 202</td>
<td>Second-Year Swedish</td>
<td>4</td>
</tr>
<tr>
<td>SWED 203</td>
<td>Second-Year Swedish</td>
<td>4</td>
</tr>
<tr>
<td>SWED 301</td>
<td>Third-Year Swedish</td>
<td>4</td>
</tr>
<tr>
<td>SWED 302</td>
<td>Third-Year Swedish</td>
<td>4</td>
</tr>
<tr>
<td>SWED 303</td>
<td>Third-Year Swedish</td>
<td>4</td>
</tr>
</tbody>
</table>

### Social Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 114</td>
<td>Anthropology of Pirates and Piracy</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 119</td>
<td>Anthropology and Aliens</td>
<td>4</td>
</tr>
</tbody>
</table>
ANTH 150 World Archaeology 4
ANTH 161 Introduction to Cultural Anthropology 4
ANTH 162 Introduction to Medical Anthropology 4
ANTH 165 Sexuality and Culture 4
ANTH 223 Anthropology of Chocolate 4
ANTH 250 Introduction to Middle East Studies 4
ANTH 280 Introduction to Language and Culture 1-4
ANTH 311 Anthropology of Globalization 4
ANTH 314 Gender in Cross-Cultural Perspective 4
ANTH 315 Gender, Folklore, Inequality 4
ANTH 320 Native North Americans 4
ANTH 322 Anthropology of the United States 4
ANTH 326 Caribbean Societies 4
ANTH 327 Anthropological Perspectives on Africa 4
ANTH 328 New Guinea 4
ANTH 329 Immigration and Farmworkers Political Culture 4
ANTH 330 Hunters and Gatherers 4
ANTH 331 Cultures of India and South Asia 4
ANTH 342 Archaeology of Egypt and Near East 4
ANTH 343 Pacific Islands Archaeology 4
ANTH 344 Oregon Archaeology 4
ANTH 345 Archaeology of East Asia 4
ANTH 347 Archaeology of Ancient Cities 4
ANTH 348 Mammoths to Megaliths: European Prehistory 4
ANTH 373 Psychoactive Substances in Ancient Societies 4
ARB 253 Introduction to Arabic Culture 4
BA 101 Introduction to Business 4
CAS 101H Reacting to the Past 4
CLAS 188 Introduction to Classical Archaeology 4
DSGN 321 Inclusive Urbanism 4
EC 101 Contemporary Economic Issues 4
EC 201 Introduction to Economic Analysis: Microeconomics 4
EC 202 Introduction to Economic Analysis: Macroeconomics 4
EC 327 Introduction to Game Theory 4
EC 330 Urban and Regional Economic Problems 4
EC 333 Resource and Environmental Economic Issues 4
EC 340 Issues in Public Economics 4
EC 350 Labor Market Issues 4
EC 360 Issues in Industrial Organization 4
EC 370 Money and Banking 4
EC 380 International Economic Issues 4
EC 390 Problems and Issues in the Developing Economies 4
EDST 111 Educational Issues and Problems 4
ENVS 201 Introduction to Environmental Studies: Social Sciences 4
ENVS 225 Introduction to Food Studies 4
ENVS 335 Allocating Scarce Environmental Resources 4
ES 101 Introduction to Ethnic Studies 4
ES 250 Introduction to African American Studies 4
ES 252 Introduction to Asian American Studies 4
ES 254 Introduction to Chicano and Latino Studies 4
ES 256 Introduction to Native American Studies 4
ES 258 Introduction to Pacific Islander Studies 4
ES 345M Music, Politics, and Race 4
ES 352 Social Equity and Criminal Justice 4
FHS 213 Issues for Children and Families 4
GEOG 142 Human Geography 4
GEOG 181 Our Digital Earth 4
GEOG 201 World Regional Geography 4
GEOG 202 Geography of Europe 4
GEOG 204 Geography of Russia and Neighbors 4
GEOG 205 Geography of Pacific Asia 4
GEOG 208 Geography of the United States and Canada 4
GEOG 209 Geography of the Middle East and North Africa 4
GEOG 214 Geography of Latin America 4
GEOG 341 Population and Environment 4
GEOG 342 Geography of Globalization 4
GEOG 343 Society, Culture, and Place 4
GEOG 391 Social Science Inquiry and Research 4
HC 231H Honors College History 4
HC 232H Honors College History 4
HC 233H Honors College History 4
HIST 101 Western Civilization 4
HIST 102 Western Civilization 4
HIST 103 Western Civilization 4
HIST 104 World History 4
HIST 105 World History 4
HIST 106 World History 4
HIST 120 Foundations of Islamic Civilization 4
HIST 121 Women in World History 4
HIST 186 Cultures of India 4
HIST 190 Foundations of East Asian Civilizations 4
HIST 191 China, Past and Present 4
HIST 192 Japan, Past and Present 4
HIST 201 Inventing America 4
HIST 202 Building the United States 4
HIST 203 American Century 4
HIST 205 Ancient Sports 4
HIST 215 Food in World History 4
HIST 221 Sex in History 4
HIST 239 Classical and Medieval Warfare 4
HIST 240 War in the Modern World I 4
HIST 241 War in the Modern World II 4
HIST 245 Russia, America, and the World 4
HIST 248 Latinos in the Americas 4
HIST 250 African American History 4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 251</td>
<td>African American History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 273</td>
<td>Introduction to Environmental History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 286</td>
<td>Cities in India and South Asia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 301</td>
<td>Modern Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 302</td>
<td>Modern Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 303</td>
<td>Modern Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 308</td>
<td>History of Women in the United States I</td>
<td>4</td>
</tr>
<tr>
<td>HIST 309</td>
<td>History of Women in the United States II</td>
<td>4</td>
</tr>
<tr>
<td>HIST 319</td>
<td>Early Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 320</td>
<td>High Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 321</td>
<td>Late Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 325</td>
<td>Precolonial Africa</td>
<td>4</td>
</tr>
<tr>
<td>HIST 326</td>
<td>Colonial and Postcolonial Africa</td>
<td>4</td>
</tr>
<tr>
<td>HIST 340</td>
<td>US Military History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 345</td>
<td>Early Russia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 346</td>
<td>Imperial Russia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 347</td>
<td>Soviet Union and Contemporary Russia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 352</td>
<td>The United States in the 1960s</td>
<td>4</td>
</tr>
<tr>
<td>HIST 361</td>
<td>Early Modern Science</td>
<td>4</td>
</tr>
<tr>
<td>HIST 368</td>
<td>American West in Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>HIST 373</td>
<td>Shi‘ism and Revolution</td>
<td>4</td>
</tr>
<tr>
<td>HIST 378</td>
<td>American Environmental History to 1890</td>
<td>4</td>
</tr>
<tr>
<td>HIST 379</td>
<td>American Environmental History, 1890-Present</td>
<td>4</td>
</tr>
<tr>
<td>HIST 380</td>
<td>Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HIST 381</td>
<td>Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HIST 382</td>
<td>Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HIST 387</td>
<td>Early China</td>
<td>4</td>
</tr>
<tr>
<td>HIST 396</td>
<td>Samurai in Film</td>
<td>4</td>
</tr>
<tr>
<td>HUM 215</td>
<td>Introduction to African Studies</td>
<td>4</td>
</tr>
<tr>
<td>INTL 101</td>
<td>Introduction to International Issues</td>
<td>4</td>
</tr>
<tr>
<td>INTL 240</td>
<td>Perspectives on International Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 250</td>
<td>Value Systems in Cross-Cultural Perspective</td>
<td>4</td>
</tr>
<tr>
<td>INTL 260</td>
<td>Culture, Capitalism, and Globalization</td>
<td>4</td>
</tr>
<tr>
<td>INTL 280</td>
<td>Global Environmental Issues and Alternatives</td>
<td>4</td>
</tr>
<tr>
<td>INTL 340</td>
<td>Global Health and Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 360</td>
<td>International Cooperation and Conflict</td>
<td>4</td>
</tr>
<tr>
<td>INTL 370</td>
<td>International Human Rights</td>
<td>4</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
<tr>
<td>J 209</td>
<td>Understanding Media</td>
<td>4</td>
</tr>
<tr>
<td>J 385</td>
<td>Communication Law</td>
<td>4</td>
</tr>
<tr>
<td>J 387</td>
<td>Media History</td>
<td>4</td>
</tr>
<tr>
<td>J DSTD 213</td>
<td>The Jewish Encounter with Modernity</td>
<td>4</td>
</tr>
<tr>
<td>J DSTD 330</td>
<td>American Jewish Cultures</td>
<td>4</td>
</tr>
<tr>
<td>J DSTD 340</td>
<td>Israelis and Palestinians</td>
<td>4</td>
</tr>
<tr>
<td>LAW 102</td>
<td>Introduction to Criminal Law</td>
<td>4</td>
</tr>
<tr>
<td>LAW 104</td>
<td>Introduction to Business Law</td>
<td>4</td>
</tr>
<tr>
<td>LAW 201</td>
<td>Introduction to Environmental Law and Policy</td>
<td>4</td>
</tr>
<tr>
<td>LAW 202</td>
<td>Introduction to Public International Law</td>
<td>4</td>
</tr>
<tr>
<td>LAW 203</td>
<td>Controversies in Constitutional Law</td>
<td>4</td>
</tr>
<tr>
<td>LAW 204</td>
<td>Immigration and Citizenship</td>
<td>4</td>
</tr>
<tr>
<td>LAW 301</td>
<td>Youth and Social Change</td>
<td>4</td>
</tr>
<tr>
<td>LING 101</td>
<td>Introduction to Language</td>
<td>4</td>
</tr>
<tr>
<td>LING 201</td>
<td>Language and Power</td>
<td>4</td>
</tr>
<tr>
<td>LING 211</td>
<td>Languages of the World</td>
<td>4</td>
</tr>
<tr>
<td>LING 294</td>
<td>Child Language</td>
<td>4</td>
</tr>
<tr>
<td>LING 296</td>
<td>Language and Society in the United States</td>
<td>4</td>
</tr>
<tr>
<td>LING 297</td>
<td>Introduction to Bilingualism</td>
<td>4</td>
</tr>
<tr>
<td>LING 301</td>
<td>Introduction to Linguistics Analysis</td>
<td>4</td>
</tr>
<tr>
<td>LING 302</td>
<td>Introduction to Linguistic Behavior</td>
<td>4</td>
</tr>
<tr>
<td>LING 396</td>
<td>Language and Cognition</td>
<td>4</td>
</tr>
<tr>
<td>MUS 345M</td>
<td>Music, Politics, and Race</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 123</td>
<td>Internet, Society, and Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 307</td>
<td>Social and Political Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 308</td>
<td>Social and Political Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 309</td>
<td>Global Justice</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 339</td>
<td>Introduction to Philosophy of Science</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 343</td>
<td>Critical Theory</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 344</td>
<td>Introduction to Philosophy of Law</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 201</td>
<td>Introduction to Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 202</td>
<td>Healthy Communities</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 205</td>
<td>Introduction to City Planning</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 280</td>
<td>Introduction to the Nonprofit Sector</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 340</td>
<td>Climate-Change Policy</td>
<td>4</td>
</tr>
<tr>
<td>PS 101</td>
<td>Modern World Governments</td>
<td>4</td>
</tr>
<tr>
<td>PS 102</td>
<td>Thinking Like a Social Scientist</td>
<td>4</td>
</tr>
<tr>
<td>PS 104</td>
<td>Problems in United States Politics</td>
<td>4</td>
</tr>
<tr>
<td>PS 106</td>
<td>Power, Politics, and Inequality</td>
<td>4</td>
</tr>
<tr>
<td>PS 109</td>
<td>Politics, Science, and the Body</td>
<td>4</td>
</tr>
<tr>
<td>PS 111</td>
<td>Introduction to Political Science</td>
<td>4</td>
</tr>
<tr>
<td>PS 201</td>
<td>United States Politics</td>
<td>4</td>
</tr>
<tr>
<td>PS 203</td>
<td>State and Local Government</td>
<td>4</td>
</tr>
<tr>
<td>PS 204</td>
<td>Introduction to Comparative Politics</td>
<td>4</td>
</tr>
<tr>
<td>PS 205</td>
<td>Introduction to International Relations</td>
<td>4</td>
</tr>
<tr>
<td>PS 208</td>
<td>Introduction to the Tradition of Political Theory</td>
<td>4</td>
</tr>
<tr>
<td>PS 225</td>
<td>Political Ideologies</td>
<td>4</td>
</tr>
<tr>
<td>PS 230</td>
<td>Introduction to Urban Politics</td>
<td>4</td>
</tr>
<tr>
<td>PS 260</td>
<td>Public Policy and Democracy</td>
<td>4</td>
</tr>
<tr>
<td>PS 275</td>
<td>Legal Process</td>
<td>4</td>
</tr>
<tr>
<td>PS 301</td>
<td>Art and the State</td>
<td>4</td>
</tr>
<tr>
<td>PS 310</td>
<td>Roots of Democracy</td>
<td>4</td>
</tr>
<tr>
<td>PS 311</td>
<td>Sovereignty and Revolution</td>
<td>4</td>
</tr>
<tr>
<td>PS 312</td>
<td>Shadows of Modernity</td>
<td>4</td>
</tr>
<tr>
<td>PS 321</td>
<td>Introduction to Political Economy</td>
<td>4</td>
</tr>
<tr>
<td>PS 324</td>
<td>European Politics</td>
<td>4</td>
</tr>
<tr>
<td>PS 326</td>
<td>United States Foreign Policy I</td>
<td>4</td>
</tr>
<tr>
<td>PS 330</td>
<td>Governments and Politics in Latin America</td>
<td>4</td>
</tr>
<tr>
<td>PS 337</td>
<td>The Politics of Development</td>
<td>4</td>
</tr>
<tr>
<td>PS 345</td>
<td>Southeast Asian Politics</td>
<td>4</td>
</tr>
<tr>
<td>PS 347</td>
<td>Political Power, Influence, and Control</td>
<td>4</td>
</tr>
<tr>
<td>PS 349</td>
<td>Mass Media and American Politics</td>
<td>4</td>
</tr>
</tbody>
</table>
General-Education Courses

**WGS** 341  Feminist Perspectives: Identity, Race, Culture  4
**WGS** 340  Women, Work, and Class  4

**WGS** 351  Decolonial Feminisms  4

**Science**

ANTH 145  Principles of Archaeology  4
ANTH 163  Origins of Storytelling  4
ANTH 170  Introduction to Human Origins  4
ANTH 171  Introduction to Monkeys and Apes  4
ANTH 173  Evolution of Human Sexuality  4
ANTH 175  Evolutionary Medicine  4
ANTH 176  Introduction to Forensic Anthropology  4
ANTH 220  Introduction to Nutritional Anthropology  4
ANTH 243  Island Archaeology  4
ANTH 248  Archaeology of Wild Foods  4
ANTH 260  Domestic Animals  4
ANTH 270  Introduction to Biological Anthropology  4
ANTH 274  Animals and People  4
ANTH 278  Scientific Racism  4
ANTH 284  Warfare in Human Evolution  4
ANTH 332  Human Attraction and Mating Strategies  4
ANTH 340  Fundamentals of Archaeology  4
ANTH 341  Food Origins  4
ANTH 349  Origins of Art  4
ANTH 361  Human Evolution  4
ANTH 362  Human Biological Variation  4
ANTH 369  Human Growth and Development  4
ANTH 375  Primates in Ecological Communities  4
ANTH 376  Genomics and Anthropology  4
ASTR 121  The Solar System  4
ASTR 122  Birth and Death of Stars  4
ASTR 123  Galaxies and the Expanding Universe  4
BI 121  Introduction to Human Physiology  4
BI 122  Introduction to Human Genetics  4
BI 123  Biology of Cancer  4
BI 130  Introduction to Ecology  4
BI 131  Introduction to Evolution  4
BI 132  Introduction to Animal Behavior  4
BI 140  Science, Policy, and Biology  4
BI 150  The Ocean Planet  4
BI 160  From Brains to Intelligent Machines  4
BI 211  General Biology I: Cells  4
BI 212  General Biology II: Organisms  4
BI 213  General Biology III: Populations  4
BI 214  General Biology IV: Mechanisms  4
BI 281H  Honors Biology I: Cells, Biochemistry and Physiology  5
BI 282H  Honors Biology II: Genetics and Molecular Biology  5
BI 283H  Honors Biology III: Evolution, Diversity and Ecology  5
BI 306  Pollination Biology  4
BI 307  Forest Biology  4
BI 357  Marine Biology  4
BI 372    Field Biology 4
CH 111    Introduction to Chemical Principles 4
CH 113    The Chemistry of Sustainability 4
CH 114    Green Product Design 4
CH 221    General Chemistry I 4
CH 222    General Chemistry II 4
CH 223    General Chemistry III 4
CH 224H   Honors General Chemistry 4
CH 225H   Honors General Chemistry 4
CH 226H   Honors General Chemistry 4
CIS 110    Fluency with Information Technology 4
DAN 260    Anatomy of Human Movement 4
ENVS 202   Introduction to Environmental Studies: Natural Sciences 4
GEOG 141   The Natural Environment 4
GEOG 321   Climatology 4
GEOG 322   Geomorphology 4
GEOG 323   Biogeography 4
GEOG 360   Watershed Science and Policy 4
GEOG 361   Global Environmental Change 4
GEOL 101   Earth's Dynamic Interior 4
GEOL 102   Environmental Geology and Landform Development 4
GEOL 103   The Evolving Earth 4
GEOL 110   People, Rocks, and Fire 4
GEOL 137   Mountains and Glaciers 4
GEOL 156M  Scientific Revolutions 4
GEOL 201   Earth's Interior Heat and Dynamics 4
GEOL 202   Earth Surface and Environmental Geology 4
GEOL 203   Evolution of the Earth 4
GEOL 213   Geology of National Parks 4
GEOL 304   The Fossil Record 4
GEOL 305   Dinosaurs 4
GEOL 306   Volcanoes and Earthquakes 4
GEOL 307   Oceanography 4
GEOL 308   Geology of Oregon and the Pacific Northwest 4
GEOL 310   Earth Resources and the Environment 4
GEOL 353   Geologic Hazards 4
HC 207H    Honors College Science 4
HC 209H    Honors College Science 4
HPHY 103   Exercise and Performance 4
HPHY 104   Understanding Human Disease 4
HPHY 105   Principles of Nutrition 4
HPHY 111   The Science of Sex 4
HPHY 12    The Science of Health 4
PHYS 101   Essentials of Physics 4
PHYS 102   Essentials of Physics 4
PHYS 152   Physics of Sound and Music 4
PHYS 153   Physics of Light, Color, and Vision 4
PHYS 155   Physics behind the Internet 4
PHYS 156M  Scientific Revolutions 4
PHYS 161   Physics of Energy and Environment 4
PHYS 162   Solar and Other Renewable Energies 4
PHYS 163   Nanoscience and Society 4
PHYS 171   The Physics of Life 4
PHYS 181   Quantum Mechanics for Everyone 4
PHYS 201   General Physics 4
PHYS 202   General Physics 4
PHYS 203   General Physics 4
PHYS 251   Foundations of Physics I 4
PHYS 252   Foundations of Physics I 4
PHYS 253   Foundations of Physics I 4
PHYS 301   Physicists' View of Nature 4
PHYS 361   Modern Science and Culture 4
PSY 201    Mind and Brain 4
PSY 301    Scientific Thinking in Psychology 4
PSY 304    Biopsychology 4
PSY 305    Cognition 4
PSY 348    Music and the Brain 4

Bachelor of Science Mathematics and Science Requirements

Courses that are used to demonstrate proficiency in mathematics or in computer and information science or in a combination of the two for the bachelor of science degree may not also be used to fulfill the science group requirement.

CIS 105    Explorations in Computing 4
CIS 111    Introduction to Web Programming 4
CIS 115    Multimedia Web Programming 4
CIS 122    Introduction to Programming and Problem Solving 4
CIS 210    Computer Science I 4
CIS 211    Computer Science II 4
CIS 212    Computer Science III 4
MATH 105   University Mathematics I 4
MATH 106   University Mathematics II 4
MATH 107   University Mathematics III 4
MATH 211   Fundamentals of Elementary Mathematics I 4
MATH 212   Fundamentals of Elementary Mathematics II 4
MATH 213   Fundamentals of Elementary Mathematics III 4
MATH 231   Elements of Discrete Mathematics I 4
MATH 232   Elements of Discrete Mathematics II 4
MATH 241   Calculus for Business and Social Science I 4
MATH 242   Calculus for Business and Social Science II 4
MATH 243   Introduction to Methods of Probability and Statistics 4
MATH 246   Calculus for the Biological Sciences I 4
MATH 247   Calculus for the Biological Sciences II 4
MATH 251   Calculus I 4
MATH 252   Calculus II 4
MATH 253   Calculus III 4
MATH 261   Calculus with Theory I 4
**Multicultural Requirements**

### American Cultures

- ANTH 248 Archaeology of Wild Foods
- ANTH 322 Anthropology of the United States
- ANTH 344 Oregon Archaeology
- ANTH 442 Northwest Coast Archaeology
- ARH 463 Native American Architecture
- EDST 225 School and Representation in Film
- ENG 364 Comparative Ethnic American Literatures
- ES 101 Introduction to Ethnic Studies
- ES 250 Introduction to African American Studies
- ES 252 Introduction to Asian American Studies
- ES 254 Introduction to Chicano and Latino Studies
- ES 256 Introduction to Native American Studies
- ES 258 Introduction to Pacific Islander Studies
- ES 330 Women of Color: Issues and Concerns
- ES 345M Music, Politics, and Race
- FLR 245 Folklore and the Pacific Northwest
- GEOG 208 Geography of the United States and Canada
- GEOG 471 North American Historical Landscapes
- HC 444H Honors College American Cultures Colloquium: [Topic]
- HIST 201 Inventing America
- HIST 202 Building the United States
- HIST 203 American Century
- HIST 248 Latinos in the Americas
- HIST 250 African American History
- HIST 251 African American History
- HIST 368 American West in Popular Culture
- HIST 378 American Environmental History to 1890
- HIST 379 American Environmental History, 1890-Present
- HIST 449 Race and Ethnicity in the American West
- HIST 455 Colonial American History
- ITAL 252 The Italian-American Experience
- LING 296 Language and Society in the United States
- MUJ 350 History of Jazz, 1900–1950
- MUJ 351 History of Jazz, 1940 to Present
- MUS 141 Popular Piano and Musicianship I
- MUS 151 Popular Songwriting
- MUS 264 Rock History, 1950–70
- MUS 265 Rock History, 1965 to Present
- MUS 270 History of the Blues
- MUS 345M Music, Politics, and Race
- MUS 349 American Ethnic and Protest Music
- MUS 356 Innovative Jazz Musicians: [Topic]
- MUS 359 Music of the Americas
- MUS 360 Hip-Hop Music: History, Culture, Aesthetics
- PHIL 216 Philosophy and Cultural Diversity
- PS 230 Introduction to Urban Politics
- PS 369 Southern Politics
- PS 375 Race, Politics, and the Law
- PS 390 American Indian Politics
- PS 449 Racial Politics in the United States
- SOC 305 America's Peoples
- SOC 345 Race and Ethnicity
- SOC 445 Sociology of Race and Ethnicity: [Topic]
- SPAN 218 Latino Heritage I
- SPAN 248 Spanglish
- SPAN 348 United States Latino Literature and Culture
- TA 472 Multicultural Theater: [Topic]
- WGS 321 Feminist Perspectives: Identity, Race, Culture

### International Cultures

- ANTH 114 Anthropology of Pirates and Piracy
- ANTH 150 World Archaeology
- ANTH 161 Introduction to Cultural Anthropology
- ANTH 162 Introduction to Medical Anthropology
- ANTH 163 Origins of Storytelling
- ANTH 223 Anthropology of Chocolate
- ANTH 250 Introduction to Middle East Studies
- ANTH 274 Animals and People
- ANTH 284 Warfare in Human Evolution
- ANTH 311 Anthropology of Globalization
- ANTH 326 Caribbean Societies
- ANTH 327 Anthropological Perspectives on Africa
- ANTH 328 New Guinea
- ANTH 330 Hunters and Gatherers
- ANTH 331 Cultures of India and South Asia
- ANTH 342 Archaeology of Egypt and Near East
- ANTH 343 Pacific Islands Archaeology
- ANTH 347 Archaeology of Ancient Cities
- ANTH 349 Origins of Art
- ANTH 413 Culture and Psychology
- ANTH 420 Culture, Illness, and Healing
- ANTH 430 Balkan Society and Folklore
- ANTH 434 Native South Americans
- ARB 253 Introduction to Arabic Culture
- ARB 301 Language and Culture
- ARB 302 Language and Culture
- ARB 303 Language and Culture
- ARB 353 Arab Cinema
- ARH 101 Global Masterpieces: Monuments in Context
- ARH 208 History of Chinese Art
- ARH 209 History of Japanese Art
- ARH 210 Contemporary Asian Art and Architecture
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 211</td>
<td>Survey of Latin American Arts</td>
<td>4</td>
</tr>
<tr>
<td>ARH 314</td>
<td>History of World Architecture I</td>
<td>4</td>
</tr>
<tr>
<td>ARH 315</td>
<td>History of World Architecture II</td>
<td>4</td>
</tr>
<tr>
<td>ARH 350</td>
<td>History of Manga</td>
<td>4</td>
</tr>
<tr>
<td>ARH 387</td>
<td>Chinese Buddhist Art</td>
<td>4</td>
</tr>
<tr>
<td>ARH 488</td>
<td>Japanese Prints</td>
<td>4</td>
</tr>
<tr>
<td>ASIA 111</td>
<td>Great Books on Modern Asia</td>
<td>4</td>
</tr>
<tr>
<td>ASIA 350</td>
<td>What Is Asia: Theoretical Debates</td>
<td>4</td>
</tr>
<tr>
<td>ASIA 425</td>
<td>Asian Foodways</td>
<td>4</td>
</tr>
<tr>
<td>BI 309</td>
<td>Tropical Diseases in Africa</td>
<td>4</td>
</tr>
<tr>
<td>CHN 150</td>
<td>Introduction to Chinese Narrative</td>
<td>4</td>
</tr>
<tr>
<td>CHN 151</td>
<td>Introduction to Chinese Film</td>
<td>4</td>
</tr>
<tr>
<td>CHN 152</td>
<td>Introduction to Chinese Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>CHN 305</td>
<td>History of Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 306</td>
<td>History of Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 307</td>
<td>History of Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 308</td>
<td>Literature of Modern Taiwan</td>
<td>4</td>
</tr>
<tr>
<td>CHN 423</td>
<td>Issues in Early Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 424</td>
<td>Issues in Medieval Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 425</td>
<td>Issues in Modern Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 452</td>
<td>Chinese Film and Theory</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 201</td>
<td>Greek Life and Culture</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 310</td>
<td>Early China, Ancient Greece</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 311</td>
<td>Death and Rebirth in Greece and India</td>
<td>4</td>
</tr>
<tr>
<td>COLT 102</td>
<td>Introduction to Comparative Literature</td>
<td>4</td>
</tr>
<tr>
<td>COLT 103</td>
<td>Introduction to Comparative Literature</td>
<td>4</td>
</tr>
<tr>
<td>COLT 211</td>
<td>Comparative World Literature</td>
<td>4</td>
</tr>
<tr>
<td>COLT 212</td>
<td>Comparative World Cinema</td>
<td>4</td>
</tr>
<tr>
<td>COLT 231</td>
<td>Literature and Society</td>
<td>4</td>
</tr>
<tr>
<td>COLT 232</td>
<td>Literature and Film</td>
<td>4</td>
</tr>
<tr>
<td>COLT 305</td>
<td>Cultural Studies</td>
<td>4</td>
</tr>
<tr>
<td>DAN 301</td>
<td>African Dance Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>EALL 209</td>
<td>Language and Society in East Asia</td>
<td>4</td>
</tr>
<tr>
<td>EALL 210</td>
<td>China: A Cultural Odyssey</td>
<td>4</td>
</tr>
<tr>
<td>EALL 211</td>
<td>Japan: A Cultural Odyssey</td>
<td>4</td>
</tr>
<tr>
<td>EALL 360</td>
<td>East Asian Cinema</td>
<td>4</td>
</tr>
<tr>
<td>EC 390</td>
<td>Problems and Issues in the Developing Economies</td>
<td>4</td>
</tr>
<tr>
<td>EC 490</td>
<td>Economic Growth and Development</td>
<td>4</td>
</tr>
<tr>
<td>ENG 107</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 108</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 109</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 225</td>
<td>Introduction to Food Studies</td>
<td>4</td>
</tr>
<tr>
<td>FLR 225</td>
<td>Voices of Africa</td>
<td>4</td>
</tr>
<tr>
<td>FLR 411</td>
<td>Folklore and Religion</td>
<td>4</td>
</tr>
<tr>
<td>FLR 416</td>
<td>African Folklore</td>
<td>4</td>
</tr>
<tr>
<td>FR 150</td>
<td>Cultural Legacies of France</td>
<td>4</td>
</tr>
<tr>
<td>FR 301</td>
<td>Culture et langage: la France contemporaine</td>
<td>4</td>
</tr>
<tr>
<td>FR 302</td>
<td>Culture et langage: Le monde francophone</td>
<td>4</td>
</tr>
<tr>
<td>FR 302</td>
<td>Contemporain</td>
<td></td>
</tr>
<tr>
<td>FR 312</td>
<td>French Survey: Francophone Literature</td>
<td>4</td>
</tr>
<tr>
<td>FR 361</td>
<td>French Cinema for Nonmajors</td>
<td>4</td>
</tr>
<tr>
<td>FR 362</td>
<td>French Film</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 142</td>
<td>Human Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>World Regional Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 204</td>
<td>Geography of Russia and Neighbors</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 205</td>
<td>Geography of Pacific Asia</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 209</td>
<td>Geography of the Middle East and North Africa</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 214</td>
<td>Geography of Latin America</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Population and Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 465</td>
<td>Environment and Development</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 475</td>
<td>Advanced Geography of Non-European-American</td>
<td>4</td>
</tr>
<tr>
<td>GER 206</td>
<td>Law in Literature</td>
<td>4</td>
</tr>
<tr>
<td>GER 220M</td>
<td>From Kierkegaard to Kafka</td>
<td>4</td>
</tr>
<tr>
<td>GER 221</td>
<td>Postwar Germany: Nation Divided</td>
<td>4</td>
</tr>
<tr>
<td>GER 250</td>
<td>The Culture of Money</td>
<td>4</td>
</tr>
<tr>
<td>GER 252</td>
<td>War, Violence, Trauma</td>
<td>4</td>
</tr>
<tr>
<td>GER 350</td>
<td>Genres in German Literature</td>
<td>4</td>
</tr>
<tr>
<td>GER 355</td>
<td>German Cinema: History, Theory, Practice</td>
<td>4</td>
</tr>
<tr>
<td>GER 356</td>
<td>German Fairy Tales</td>
<td>1-4</td>
</tr>
<tr>
<td>GER 357</td>
<td>Nature, Culture, and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>HC 434H</td>
<td>Honors College International Cultures</td>
<td></td>
</tr>
<tr>
<td>HIST 104</td>
<td>World History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 105</td>
<td>World History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 106</td>
<td>World History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 120</td>
<td>Foundations of Islamic Civilization</td>
<td>4</td>
</tr>
<tr>
<td>HIST 121</td>
<td>Women in World History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 186</td>
<td>Cultures of India</td>
<td>4</td>
</tr>
<tr>
<td>HIST 190</td>
<td>Foundations of East Asian Civilizations</td>
<td>4</td>
</tr>
<tr>
<td>HIST 191</td>
<td>China, Past and Present</td>
<td>4</td>
</tr>
<tr>
<td>HIST 192</td>
<td>Japan, Past and Present</td>
<td>4</td>
</tr>
<tr>
<td>HIST 215</td>
<td>Food in World History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 239</td>
<td>Classical and Medieval Warfare</td>
<td>4</td>
</tr>
<tr>
<td>HIST 273</td>
<td>Introduction to Environmental History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 325</td>
<td>Precolonial Africa</td>
<td>4</td>
</tr>
<tr>
<td>HIST 326</td>
<td>Colonial and Postcolonial Africa</td>
<td>4</td>
</tr>
<tr>
<td>HIST 345</td>
<td>Early Russia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 346</td>
<td>Imperial Russia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 347</td>
<td>Soviet Union and Contemporary Russia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 380</td>
<td>Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HIST 381</td>
<td>Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HIST 382</td>
<td>Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HIST 385</td>
<td>South Asia: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 387</td>
<td>Early China</td>
<td>4</td>
</tr>
<tr>
<td>HIST 396</td>
<td>Samurai in Film</td>
<td>4</td>
</tr>
<tr>
<td>HIST 415</td>
<td>Advanced World History: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 416</td>
<td>Advanced Women's History: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 417</td>
<td>Society and Culture in Modern Africa: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 420</td>
<td>The Idea of Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 446</td>
<td>Modern Russia: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 480</td>
<td>Mexico</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 482</td>
<td>Aztecs and Incas</td>
<td>4</td>
</tr>
<tr>
<td>HIST 483</td>
<td>Latin America: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 484</td>
<td>Philippines</td>
<td>4</td>
</tr>
<tr>
<td>HIST 487</td>
<td>China: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 490</td>
<td>Japan: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 491</td>
<td>Medicine and Society in Premodern Japan</td>
<td>4</td>
</tr>
<tr>
<td>HIST 497</td>
<td>Culture, Modernity, and Revolution in China: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 498</td>
<td>Early Japanese Culture and Society: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HUM 215</td>
<td>Introduction to African Studies</td>
<td>4</td>
</tr>
<tr>
<td>HUM 260</td>
<td>Postwar European Culture</td>
<td>4</td>
</tr>
<tr>
<td>HUM 354</td>
<td>The City</td>
<td>4</td>
</tr>
<tr>
<td>INTL 101</td>
<td>Introduction to International Issues</td>
<td>4</td>
</tr>
<tr>
<td>INTL 240</td>
<td>Perspectives on International Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 250</td>
<td>Value Systems in Cross-Cultural Perspective</td>
<td>4</td>
</tr>
<tr>
<td>INTL 260</td>
<td>Culture, Capitalism, and Globalization</td>
<td>4</td>
</tr>
<tr>
<td>INTL 323</td>
<td>Islam and Global Forces</td>
<td>4</td>
</tr>
<tr>
<td>INTL 340</td>
<td>Global Health and Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 345</td>
<td>Africa Today: Issues and Concerns</td>
<td>4</td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
<td>4</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>INTL 432</td>
<td>Indigenous Cultural Survival</td>
<td>4</td>
</tr>
<tr>
<td>INTL 442</td>
<td>South Asia: Development and Social Change</td>
<td>4</td>
</tr>
<tr>
<td>INTL 445</td>
<td>Development and Social Change in Sub-Saharan Africa</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 150</td>
<td>Cultural Legacies of Italy</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 152</td>
<td>Desire and Resistance: Italian Cinema</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 301</td>
<td>Cultura e lingua: l'Italia contemporanea</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 303</td>
<td>Cultura e lingua: societa, economia, politica</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 305</td>
<td>Cultura e lingua: arte, musica, i mass media</td>
<td>4</td>
</tr>
<tr>
<td>JDST 340</td>
<td>Israelis and Palestinians</td>
<td>4</td>
</tr>
<tr>
<td>JPN 250</td>
<td>Manga Millennium</td>
<td>4</td>
</tr>
<tr>
<td>JPN 305</td>
<td>Introduction to Japanese Literature</td>
<td>4</td>
</tr>
<tr>
<td>JPN 306</td>
<td>Introduction to Japanese Literature</td>
<td>4</td>
</tr>
<tr>
<td>JPN 307</td>
<td>Introduction to Japanese Literature</td>
<td>4</td>
</tr>
<tr>
<td>JPN 315</td>
<td>Introduction to Japanese Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>JPN 425</td>
<td>Modern Japanese Literature: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>JPN 437</td>
<td>Classical Japanese Literary Language</td>
<td>4</td>
</tr>
<tr>
<td>JPN 471</td>
<td>The Japanese Cinema</td>
<td>4</td>
</tr>
<tr>
<td>KRN 151</td>
<td>Introduction to Korean Cinema</td>
<td>4</td>
</tr>
<tr>
<td>KRN 309</td>
<td>Languages and Cultural Formation in Korea</td>
<td>4</td>
</tr>
<tr>
<td>KRN 315</td>
<td>Introduction to Korean Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>KRN 360</td>
<td>Contemporary Korean Film</td>
<td>4</td>
</tr>
<tr>
<td>KRN 361</td>
<td>Korean Popular Culture and Transnationalism</td>
<td>4</td>
</tr>
<tr>
<td>LAS 200</td>
<td>Introduction to Latin American Studies</td>
<td>4</td>
</tr>
<tr>
<td>LAS 211</td>
<td>Latin American Humanities: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>LAS 212</td>
<td>Latin American Social Sciences: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>LING 211</td>
<td>Languages of the World</td>
<td>4</td>
</tr>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures</td>
<td>4</td>
</tr>
<tr>
<td>MUS 365</td>
<td>Regional Ethnomusicology: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>MUS 367</td>
<td>Survey of African Music</td>
<td>4</td>
</tr>
<tr>
<td>MUS 451</td>
<td>Introduction to Ethnomusicology</td>
<td>4</td>
</tr>
<tr>
<td>MUS 452</td>
<td>Musical Instruments of the World</td>
<td>4</td>
</tr>
<tr>
<td>MUS 458</td>
<td>Celtic Music</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 213</td>
<td>Asian Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 309</td>
<td>Global Justice</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 342</td>
<td>Introduction to Latin American Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>PORT 150</td>
<td>Lusofonia: The Portuguese-Speaking World</td>
<td>4</td>
</tr>
<tr>
<td>PORT 301</td>
<td>Cultura e Lingua: Expressoes Artisticas</td>
<td>4</td>
</tr>
<tr>
<td>PS 330</td>
<td>Governments and Politics in Latin America</td>
<td>4</td>
</tr>
<tr>
<td>PS 337</td>
<td>The Politics of Development</td>
<td>4</td>
</tr>
<tr>
<td>PS 342</td>
<td>Politics of China</td>
<td>4</td>
</tr>
<tr>
<td>PS 345</td>
<td>Southeast Asian Politics</td>
<td>4</td>
</tr>
<tr>
<td>PS 374</td>
<td>Politics of the Middle East</td>
<td>4</td>
</tr>
<tr>
<td>PS 377</td>
<td>Gods and Governments</td>
<td>4</td>
</tr>
<tr>
<td>REL 101</td>
<td>World Religions: Asian Traditions</td>
<td>4</td>
</tr>
<tr>
<td>REL 302</td>
<td>Chinese Religions</td>
<td>4</td>
</tr>
<tr>
<td>REL 303</td>
<td>Japanese Religions</td>
<td>4</td>
</tr>
<tr>
<td>REL 304</td>
<td>Religions of India</td>
<td>4</td>
</tr>
<tr>
<td>REL 335</td>
<td>Introduction to the Qur’an</td>
<td>4</td>
</tr>
<tr>
<td>REL 440</td>
<td>Readings in Buddhist Scriptures</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 204</td>
<td>Introduction to Russian Literature</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 205</td>
<td>Introduction to Russian Literature</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 206</td>
<td>Introduction to Russian Literature</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 240</td>
<td>Russian Culture</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 331</td>
<td>Russian Short Story</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 334</td>
<td>Dostoevsky</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 335</td>
<td>Tolstoy</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 351</td>
<td>Russian Literature and Film</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 444</td>
<td>Slavic Linguistics: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 220M</td>
<td>From Kierkegaard to Kafka</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 251</td>
<td>Text and Interpretation</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 259</td>
<td>Vikings through the Icelandic Sagas</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 315</td>
<td>Nordic Cinema</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 316</td>
<td>History of Cinema</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 317</td>
<td>Directors, Movements, and Manifestos</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 341</td>
<td>Revisions of the Scandinavian Dream</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 343</td>
<td>Norse Mythology</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 344</td>
<td>Medieval Hero and Monster</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 354</td>
<td>Genres in Scandinavian Literature</td>
<td>4</td>
</tr>
<tr>
<td>SOC 303</td>
<td>World Population</td>
<td>4</td>
</tr>
<tr>
<td>SOC 450</td>
<td>Sociology of Developing Areas</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 150</td>
<td>Cultures of the Spanish-Speaking World</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 238</td>
<td>Spanish Around the World</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 305</td>
<td>Cultura y lengua: cambios sociales</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 341</td>
<td>Hispanic Cultures through Literature I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 342</td>
<td>Hispanic Cultures through Literature II</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 343</td>
<td>Hispanic Cultures through Literature III</td>
<td>4</td>
</tr>
</tbody>
</table>
Identity, Pluralism, and Tolerance

AAD 250  Art and Human Values  4
AAD 251  The Arts and Visual Literacy  4
AAD 252  Art and Gender  4
ANTH 165  Sexuality and Culture  4
ANTH 173  Evolution of Human Sexuality  4
ANTH 314  Gender in Cross-Cultural Perspective  4
ANTH 315  Gender, Folklore, Inequality  4
ANTH 320  Native North Americans  4
ANTH 329  Immigration and Farmworkers Political Culture  4
ANTH 362  Human Biological Variation  4
ANTH 429  Jewish Folklore and Ethnicity  4
ANTH 439  Feminism and Ethnography  4
ANTH 443  North American Archaeology  4
ANTH 448  Gender and Archaeology  4
ARH 354  Contemporary Art  4
ASL 301  American Deaf Culture  4
CDS 201  Communication Disorders in Society and Media  4
CHN 350  Gender and Sexuality in Traditional Chinese Literature  4
CHN 351  Gender and Sexuality in Modern Chinese Literature  4
CINE 350  Gender and Sexuality in European Cinema  4
CLAS 110  Classical Mythology  4
CLAS 314  Gender and Sexuality in Antiquity  4
COLT 101  Introduction to Comparative Literature  4
COLT 301  Approaches to Comparative Literature  4
COLT 360  Gender and Identity in Literature  4
COLT 370  Comparative Comics  4
DSGN 321  Inclusive Urbanism  4
EC 330  Urban and Regional Economic Problems  4
EC 430  Urban and Regional Economics  4
ENG 240  Introduction to Disability Studies  4
ENG 241  Introduction to African American Literature  4
ENG 242  Introduction to Asian American Literature  4
ENG 243  Introduction to Chicano and Latino Literature  4
ENG 244  Introduction to Native American Literature  4
ENG 245  Introduction to Ethnic American Literature: [Topic]  4
ENG 316  Women Writers' Forms: [Topic]  4
ENG 340  Jewish Writers  4
ENG 360  African American Writers  4
ENG 361  Native American Writers  4
ENG 362  Asian American Writers  4
ENG 363  Chicano and Latino Writers  4
ENG 381  Film, Media, and Culture  4
ENG 386  Bodies in Comics  4
ENG 496  Feminist Film Criticism: [Topic]  4
ES 310  Race and Popular Culture: [Topic]  4
ES 350  Native Americans and the Environment  4
ES 352  Social Equity and Criminal Justice  4
ES 370  Race, Ethnicity, and Cinema: [Topic]  4
ES 440  Race, Literature, and Culture: [Topic]  4
ES 456  History of Native American Education  4
FHS 216  Diversity in Human Services  4
FLR 250  Introduction to Folklore  4
FLR 255  Folklore and United States Popular Culture  4
FLR 370  Folklore and Sexuality  4
FLR 418  Folklore and Gender  4
FLR 483  Folklore and Mythology of the British Isles  4
FR 497  Francophone Women's Writing  4
GEOG 343  Society, Culture, and Place  4
GEOG 441  Political Geography  4
GEOG 444  Cultural Geography  4
GEOG 445  Culture, Ethnicity, and Nationalism  4
GER 222  Voices of Dissent in Germany  4
GER 223  Germany: A Multicultural Society  4
GER 251  Sexuality  4
GER 351  Diversity in Germany  4
GER 354  German Gender Studies  4
HC 424H  Honors College Identities Colloquium: [Topic]  4
HIST 205  Ancient Sports  4
HIST 221  Sex in History  4
HIST 286  Cities in India and South Asia  4
HIST 308  History of Women in the United States I  4
HIST 309  History of Women in the United States II  4
HIST 350  American Radicalism  4
HIST 351  American Radicalism  4
HIST 358  American Jewish History  4
HIST 373  Shi’ism and Revolution  4
HIST 386  India  4
HIST 388  Vietnam War and the United States  4
HIST 414  Ancient Rome: [Topic]  4
HIST 444  The Holocaust  4
HIST 469  American Indian History: [Topic]  4
INTL 360  International Cooperation and Conflict  4
INTL 370  International Human Rights  4
INTL 421  Gender and International Development  4
INTL 433  Childhood in Cross-Cultural Perspective  4
J 320  Gender, Media, and Diversity  4
JDST 212  Medieval and Early Modern Judaism  4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDST 213</td>
<td>The Jewish Encounter with Modernity</td>
<td>4</td>
</tr>
<tr>
<td>JDST 330</td>
<td>American Jewish Cultures</td>
<td>4</td>
</tr>
<tr>
<td>LAW 204</td>
<td>Immigration and Citizenship</td>
<td>4</td>
</tr>
<tr>
<td>LAW 301</td>
<td>Youth and Social Change</td>
<td>4</td>
</tr>
<tr>
<td>LING 201</td>
<td>Language and Power</td>
<td>4</td>
</tr>
<tr>
<td>LING 297</td>
<td>Introduction to Bilingualism</td>
<td>4</td>
</tr>
<tr>
<td>LING 491</td>
<td>Sociolinguistics</td>
<td>4</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Popular Musics in Global Context</td>
<td>4</td>
</tr>
<tr>
<td>MUS 281</td>
<td>Music of the Woodstock Generation</td>
<td>4</td>
</tr>
<tr>
<td>MUS 347</td>
<td>Music, Gender, Sexuality</td>
<td>4</td>
</tr>
<tr>
<td>MUS 460</td>
<td>Music and Gender</td>
<td>4</td>
</tr>
<tr>
<td>MUS 462</td>
<td>Popular Musics in the African Diaspora</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 110</td>
<td>Human Nature</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 170</td>
<td>Love and Sex</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 315</td>
<td>Introduction to Feminist Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 343</td>
<td>Critical Theory</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 452</td>
<td>Philosophy and Race</td>
<td>4</td>
</tr>
<tr>
<td>PS 106</td>
<td>Power, Politics, and Inequality</td>
<td>4</td>
</tr>
<tr>
<td>PS 109</td>
<td>Politics, Science, and the Body</td>
<td>4</td>
</tr>
<tr>
<td>PS 324</td>
<td>European Politics</td>
<td>4</td>
</tr>
<tr>
<td>PS 348</td>
<td>Women and Politics</td>
<td>4</td>
</tr>
<tr>
<td>PS 368</td>
<td>Gender in the Law</td>
<td>4</td>
</tr>
<tr>
<td>PS 380</td>
<td>Gender and Politics in Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>PS 386</td>
<td>United States Social Movements and Political Change</td>
<td>4</td>
</tr>
<tr>
<td>PSY 306</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 366</td>
<td>Culture and Mental Health</td>
<td>4</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Psychology of Gender</td>
<td>4</td>
</tr>
<tr>
<td>REL 102</td>
<td>World Religions: Near Eastern Traditions</td>
<td>4</td>
</tr>
<tr>
<td>REL 211</td>
<td>Early Judaism</td>
<td>4</td>
</tr>
<tr>
<td>REL 233</td>
<td>Introduction to Islam</td>
<td>4</td>
</tr>
<tr>
<td>REL 318</td>
<td>Women in Judaism</td>
<td>4</td>
</tr>
<tr>
<td>REL 353</td>
<td>Dark Self, East and West</td>
<td>4</td>
</tr>
<tr>
<td>REL 355</td>
<td>Mysticism</td>
<td>4</td>
</tr>
<tr>
<td>REL 357</td>
<td>War, Terrorism, and Religion</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 325</td>
<td>Constructions versus Constructions of Identity</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 353</td>
<td>Scandinavian Women Writers</td>
<td>4</td>
</tr>
<tr>
<td>SOC 204</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 207</td>
<td>Social Inequality</td>
<td>4</td>
</tr>
<tr>
<td>SOC 301</td>
<td>American Society</td>
<td>4</td>
</tr>
<tr>
<td>SOC 355</td>
<td>Sociology of Gender</td>
<td>4</td>
</tr>
<tr>
<td>SOC 455</td>
<td>Issues in Sociology of Gender: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>SOC 456</td>
<td>Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 308</td>
<td>Cultura y lengua: comunidades bilingues</td>
<td>4</td>
</tr>
<tr>
<td>WGS 101</td>
<td>Introduction to Women's and Gender Studies</td>
<td>4</td>
</tr>
<tr>
<td>WGS 201</td>
<td>Introduction to Queer Studies</td>
<td>4</td>
</tr>
<tr>
<td>WGS 221</td>
<td>Bodies and Power</td>
<td>4</td>
</tr>
<tr>
<td>WGS 250</td>
<td>Gender, Literature, and Culture</td>
<td>4</td>
</tr>
<tr>
<td>WGS 251</td>
<td>Transnational and Indigenous Feminisms</td>
<td>4</td>
</tr>
<tr>
<td>WGS 303</td>
<td>Women and Gender in American History</td>
<td>4</td>
</tr>
<tr>
<td>WGS 315</td>
<td>History and Development of Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>WGS 331</td>
<td>Science, Technology, and Gender</td>
<td>4</td>
</tr>
<tr>
<td>WGS 341</td>
<td>Women, Work, and Class</td>
<td>4</td>
</tr>
<tr>
<td>WGS 350</td>
<td>Literature as Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>WGS 361</td>
<td>Gender, Film, and the Media</td>
<td>4</td>
</tr>
<tr>
<td>WGS 411</td>
<td>Feminist Praxis</td>
<td>4</td>
</tr>
<tr>
<td>WGS 422</td>
<td>Sexuality Studies: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

**College of Arts and Sciences**

W. Andrew Marcus, Tykeson Dean of Arts and Sciences  
541-346-3902  
114 Friendly Hall

The College of Arts and Sciences is the academic and intellectual hub of the University of Oregon, providing a core liberal arts curriculum to the vast majority of UO undergraduates—even those who will go on to earn a degree in one of the professional schools such as journalism or business.

The University of Oregon was founded in 1876 on a liberal arts curriculum, which has evolved over time to meet the needs of contemporary students. Owing to the breadth and depth of the curriculum provided by the College of Arts and Sciences, the University of Oregon is known as the premier liberal arts institution among the state's public universities.

The fundamental academic mission of the college is to foster a solid and broad general education, which includes the cultivation of quantitative, analytical, and communication skills; an understanding of social and intellectual history; an appreciation of literary and artistic expression; and habits of creative and critical thinking.

Building on its foundational undergraduate curriculum, the college offers 50 major degree programs in the humanities, social sciences, and natural sciences. Moreover, the College of Arts and Sciences is the heart of the university's research enterprise. The college has almost 900 faculty members, most of whom are engaged in active research programs and make original contributions to their respective fields of knowledge. Because of this, students have the opportunity to learn from leading researchers while receiving a liberal education that prepares them to be successful global citizens in the 21st century.

**Liberal Education**

Social, political, and economic change is accelerating at a phenomenal pace. Many careers exist today that did not exist 10 or even five years ago, and the US Department of Labor predicts that young people today will have had 10 to 14 jobs by the time they are 38 years old. Those best prepared for the future will be those who have developed a capacity for resourcefulness, judgment, analysis, leadership, clear communication, and an informed global perspective—in other words, the skills and knowledge that come from a liberal arts education.

Even students who plan to move into specialized postgraduate careers will benefit from an educational foundation that emphasizes how values, history, and context combine with creative thought and informed inquiry to determine the best way forward, in both professional and civic life. Thus a liberal arts education provides an essential framework for a lifetime of work and growth in a world where many professions are undergoing profound, sweeping transformations.
Academic Programs

The College of Arts and Sciences offers numerous disciplinary and interdisciplinary degree programs and majors, a varied selection of minors, and several certificates. These are described in detail in the pages that follow. As part of the requirements for graduation from the University of Oregon, every student undertakes in-depth study in an area of specialization that is the student’s major. Many students find it advantageous to complete a minor or certificate in an area of specialization that complements the major. Some minor programs offer a student whose major is in the College of Arts and Sciences the chance to gain expertise in subjects offered by a professional school.

Preparatory Programs

The college has preparatory programs for professional specializations. Information about these programs—those offered by the College of Arts and Sciences and those offered elsewhere in the university—is in the Academic Resources section of this catalog.

Undergraduate Research Opportunities

The University of Oregon is smaller than most public research universities because it does not have schools of medicine, agriculture, public health, engineering, or veterinary medicine. This means that it can offer a learning environment scaled for faculty-student interaction that is more like a private liberal arts college than a large research institution.

Undergraduate students are encouraged to participate in faculty research projects. Arrangements must be made with the individual faculty member and the department.

Opportunities are plentiful: last year, almost 800 undergraduates enrolled in research credit hours in the College of Arts and Sciences. In addition, more than 20 departments in the College of Arts and Sciences offer an honors program with an undergraduate research thesis requirement.

Advising

Students who have declared a major, or who are premajors in a particular field, plan their programs with advisors in their major departments. Majors should be chosen by the middle of the sophomore year. Many entering freshmen—and some students at more advanced stages—have not decided on a major or even the general direction of their academic work. These undeclared students are assigned academic advisors by the director of college advising and the Office of Academic Advising.

Preparation for Kindergarten through Secondary School Teaching Careers

Students who complete a degree in a College of Arts and Sciences department are eligible to apply to the College of Education’s fifth-year licensure programs in middle-secondary and elementary teaching. More information is available in the College of Education section of this catalog.

Courses

CAS 101H. Reacting to the Past. 4 Credits.
Centers on complex, exciting role-playing simulations of decisive historical events and develops key analytical skills in close readings of classic texts.

CAS 110. Humanities College Scholars Colloquium. 1 Credit.
Introduces fields in the humanities to freshman honors students. Faculty members discuss their research, the nature of their fields, and career opportunities. Repeatable twice for a maximum of 3 credits. Pre- or coreq: acceptance into the Society of College Scholars program.

CAS 120. Science College Scholars Colloquium. 1 Credit.
Introduces fields in the sciences to freshman honors students. Faculty members discuss their research, the nature of their fields, and career opportunities. Repeatable twice for a maximum of 3 credits. Pre- or coreq: acceptance into the Society of College Scholars program.

CAS 130. Social Science College Scholars Colloquium. 1 Credit.
Introduces fields in the social sciences to freshman honors students. Faculty members discuss their research, the nature of their fields, and career opportunities. Repeatable twice for a maximum of 3 credits. Pre- or coreq: acceptance into the Society of College Scholars program.

CAS 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

CAS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

CAS 401. Research: [Topic]. 1-12 Credits.
Repeatable.

CAS 402. Supervised College Teaching. 1-5 Credits.
Repeatable.

CAS 404. Internship: [Topic]. 1-5 Credits.
Repeatable.

CAS 407. Seminar: [Topic]. 1-12 Credits.
Repeatable.

CAS 409. Practicum: [Topic]. 1-12 Credits.
Repeatable.

African Studies

Doris L. Payne, Program Director
541-346-5051
541-346-5041 fax
175 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene, Oregon 97403-5206

The University of Oregon sponsors undergraduate and graduate programs in African Studies. The programs include a four-year major or minor, a one-year honors program, and a one-year graduate specialization track. Majors in African Studies may earn a minor or certificate in the humanities, social sciences, or languages. Majors may also complete an interdisciplinary degree program in African Studies and another discipline.

African Studies offers a variety of courses that explore the history, culture, and politics of Africa. Students may also participate in faculty-led research projects, internships, and study abroad programs. The program provides opportunities for students to engage with African communities and to develop skills in African languages and cultures.

Overseas Opportunities

The University of Oregon sponsors study abroad programs in Africa, Asia, Europe, and South America. Students may study at over 50 universities around the world, including the University of Oxford, the University of Cambridge, the University of Tokyo, the University of Cape Town, and the University of Stellenbosch.

Students may earn undergraduate minors or certificates in African Studies. The programs offer a variety of options for students to pursue their interests and to gain valuable experience.

The African Studies Program encourages teaching and scholarship on sub-Saharan Africa, North Africa, and the wider African diaspora. The program is a focal point for students and faculty members with expertise in African studies, encouraging course offerings related to Africa, promoting study abroad programs and internships, raising funds to expand African studies resources, and organizing campus and local community events pertaining to Africa. In addition, the program supports faculty and student research on Africa and facilitates dissemination of research through the lecture series.

Students may earn an undergraduate minor in African studies. A graduate specialization track in African studies is also available.

African Studies

Doris L. Payne, Program Director
541-346-5051
541-346-5041 fax
175 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene, Oregon 97403-5206

The University of Oregon sponsors a summer Swahili program in Zanzibar, a journalism program in Ghana, and a summer international studies program in Dakar, Senegal. UO students may apply to study at the University of Ghana; the University of Cape Town or Stellenbosch University, South Africa; or the University Cheikh Anta Diop, Senegal,
African Studies

through the Council on International Educational Exchange. Students may also choose one of nineteen programs in thirteen African countries sponsored by the School for International Training—Botswana, Cameroon, Ethiopia, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, South Africa, Tanzania, Tunisia, and Uganda. Financial aid is available for all these programs. For more information, call the Office of International Affairs, 541-346-3207.

Students in all University of Oregon study-abroad programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the Academic Resources section of this catalog.

Students may earn academic credit while gaining career-related work experience through internships in sub-Saharan Africa overseen by the IE3 Global Internships program. Financial aid is available. Information may be requested from the Office of International Affairs.

African Language Study

The UO offers first- and second-year Modern Standard Arabic and Swahili. UO 5-credit Arabic and Swahili courses satisfy the university’s two-year BA foreign-language requirement. For courses in Arabic, see the Religious Studies (p. 458) section of this catalog.

The University of Oregon also offers opportunities for self-study, with the assistance of native speakers, in Akan, Wolof, Bamana-Dyula, Hausa-Fulani, Shona, and Amharic. Information is available from the Yamada Language Center; call 541-346-4011.

Participating Faculty

Michael Allan, comparative literature
Oluwakemi “Kemi” Balogun, women’s, gender, and sexuality studies
Doug Blandy, arts and administration
B. Mokaya Bosire, linguistics
Lindsay F. Braun, history
Yvonne A. Braun, women’s, gender, and sexuality studies
Alfredo Burlando, economics
Jennifer J. Craig, dance
André Djiffack, Romance languages
Stephen Dueppen, anthropology
Hanan Elsherif, religious studies
Maria Fernanda Escallón, anthropology
Stephen R. Frost, anthropology
Dennis C. Galvan, international studies
Ibrahim J. Gassama, law
Lisa M. Gilman, English
Melissa Graboyes, honors college
Rita Honka, dance
Habib Iddrisu, music and dance
Leigh Johnson, geography
Leslie McLees, geography
Lanie Millar, Romance languages
Angela Montague, anthropology
Doris L. Payne, linguistics
Kory Russel, landscape architecture
Ron Severson, management
H. Leslie Steeves, journalism and communication
Nelson Ting, anthropology
Peter A. Walker, geography
Janis C. Weeks, biology
Frances J. White, anthropology
David R. Woken, UO Libraries
Stephen R. Wooten, international studies

Undergraduate Studies

Minor in African Studies

Each student in the minor program is assigned a faculty advisor. Students who want to earn an undergraduate minor in African studies must satisfy the following requirements, comprising 28 graded credits. Current Africa-related courses that count toward the minor are listed on the program website (africa.uoregon.edu) under the African studies minor link.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 215</td>
<td>Introduction to African Studies</td>
</tr>
<tr>
<td>HIST 325</td>
<td>Precolonial Africa</td>
</tr>
<tr>
<td>HIST 326</td>
<td>Colonial and Postcolonial Africa</td>
</tr>
<tr>
<td>ANTH 453</td>
<td>African Archaeology</td>
</tr>
</tbody>
</table>

Contemporary African Issues

Select one of the following (or an approved alternative):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 199</td>
<td>Special Studies: [Topic] (Health and Disease in Africa)</td>
</tr>
<tr>
<td>BI 309</td>
<td>Tropical Diseases in Africa</td>
</tr>
<tr>
<td>ENVS 450</td>
<td>Political Ecology</td>
</tr>
<tr>
<td>FLR 225</td>
<td>Voices of Africa</td>
</tr>
<tr>
<td>FR 407</td>
<td>Seminar: [Topic] (Contemporary Africa)</td>
</tr>
<tr>
<td>GEOG 209</td>
<td>Geography of the Middle East and North Africa</td>
</tr>
<tr>
<td>GEOG 475</td>
<td>Advanced Geography of Non-European-American Regions: [Topic] (Africa—Politics, Development, and Environment)</td>
</tr>
<tr>
<td>HIST 417</td>
<td>Society and Culture in Modern Africa: [Topic]</td>
</tr>
<tr>
<td>INTL 260</td>
<td>Culture, Capitalism, and Globalization</td>
</tr>
<tr>
<td>INTL 345</td>
<td>Africa Today: Issues and Concerns</td>
</tr>
</tbody>
</table>
Electives

Electives (see Electives list) 1 12

Total Credits 28

1 Electives must be approved by a faculty advisor and must be at the 300 or 400 level, although as much as 8 credits of Swahili courses at any level may be applied. Recommended courses include any courses listed in the course list or electives list. Additional courses may be approved by the faculty advisor. For study abroad, courses will be evaluated for UO credit on a case-by-case basis through the standard Office of International Affairs procedures for assigning credit and course equivalency. Students consult with the faculty member who is sponsoring their study-abroad experience to prepare an agreement that must include the following:

• a list of readings relevant to the experience, which are to be completed prior to and during the experience
• a reflective journal on the student’s activities and cross-cultural experiences
• a final paper integrating preparatory readings with the experience (approximately 4,500 words, plus references)

An African studies minor advisor must approve the credits earned in study-abroad or internship programs.

Restrictions

No more than 8 credits may be from courses with 25 to 49 percent Africa content. No more than 4 credits may be from performance courses. No more than 12 credits may be from a single department. 8 credits must be at the 400 level. No more than 4 credits may be taken pass/no pass. Students must consult with an African studies advisor to confirm that the curricular overlap between the student's major and the African studies minor maintains the principle of academic breadth.
Graduate Studies

Arranging a graduate degree program with a concentration in African studies is possible in a number of departments and programs in the College of Arts and Sciences and the School of Music and Dance. Anthropology, biology, dance, environmental studies, French (in the Romance languages department), folklore, geography, history, international studies, linguistics, political science, and sociology have faculty members with expertise and strong interest in this area.

Students should consult with the affiliated faculty members regarding such arrangements.

Graduate Specialization

Students in a University of Oregon MA or PhD program may choose a graduate specialization in African studies. The student will be assigned an advisor within African studies and must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 650</td>
<td>African Studies Seminar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Approved graduate course in African history</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Approved graduate course on issues in contemporary Africa</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Approved graduate course dealing with issues in African culture, ethnicity, and identity</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 196</td>
<td>Field Studies: [Topic]. 1-5 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 198</td>
<td>Workshop: [Topic]. 1-5 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 199</td>
<td>Special Studies: [Topic]. 1-5 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 399</td>
<td>Special Studies: [Topic]. 1-5 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 401</td>
<td>Research: [Topic]. 1-12 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 403</td>
<td>Thesis. 1-12 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 404</td>
<td>Internship: [Topic]. 1-12 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 405</td>
<td>Reading and Conference: [Topic]. 1-12 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 406</td>
<td>Field Studies: [Topic]. 1-12 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 407</td>
<td>Seminar: [Topic]. 1-5 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 408</td>
<td>Workshop: [Topic]. 1-12 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 409</td>
<td>Supervised Tutoring. 1-4 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 410</td>
<td>Experimental Course. 1-5 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 503</td>
<td>Thesis. 1-12 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 507</td>
<td>Seminar: [Topic]. 1-5 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 508</td>
<td>Workshop: [Topic]. 1-12 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 510</td>
<td>Experimental Course. 1-5 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 601</td>
<td>Research: [Topic]. 1-4 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 603</td>
<td>Dissertation. 1-9 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 604</td>
<td>Internship: [Topic]. 1-4 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 605</td>
<td>Reading and Conference: [Topic]. 1-4 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 606</td>
<td>Field Studies: [Topic]. 1-4 Credits. Repeatable.</td>
<td></td>
</tr>
<tr>
<td>AFR 609</td>
<td>Supervised Tutoring. 1-4 Credits. Repeatable.</td>
<td></td>
</tr>
</tbody>
</table>

American English Institute

Cheryl A. Ernst, Executive Director
541-346-3945
541-346-3917 fax
1787 Agate St.
5212 University of Oregon
Eugene, Oregon 97403-5212
aei@uoregon.edu

The American English Institute offers several English language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting:

- Intensive English Program
- Academic English for International Students Program
- International Graduate Teaching Fellow Program
- online distance education (e-learning) program
- special short-term program

Institute instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language. Classes begin in September, January, March, and June.

Intensive English Program

This program consists of a basic seven-level curriculum and an elective curriculum.

The basic seven-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening, and written communication, which emphasizes reading and composition.

The elective curriculum consists of optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) preparation, business English, pronunciation, and academic vocabulary.

Other services and facilities, including an audio-digital laboratory and a Macintosh computer laboratory, help students develop English proficiency. Advanced students may enroll, with approval from the
institute, in one regular university course. Trained and supervised tutors help students with course work, conversation, listening, reading, composition, and pronunciation.

**Academic English for International Students**

This program is offered to matriculated students who have scored between 500 and 575 on the paper-based TOEFL, between 61 and 88 on the Internet-based TOEFL, or below 7.0 on the International English Language Testing System (IELTS) examination, or who request additional training in English as a second language for academic work. Courses are offered in listening, speaking, reading and vocabulary, and writing. A placement test is required before registering. These courses earn university credit and are taken at the same time as other university course work. Information about this program is available from the American English Institute main office, its advising office, and the Office of International Affairs.

**International Graduate Teaching Fellow Program**

English courses are offered to international teaching assistants who need or want help in improving English for use in the classroom. Courses are offered to improve listening and speaking abilities, pronunciation, and university-level teaching and classroom interaction skills. Information about this program is available from the institute office, the Office of International Affairs, and the Graduate School.

**Distance Learning**

The institute offers several online e-learning courses and video conferencing workshops in language-teacher training. Specialized distance courses can also be designed upon request.

**Short-Term Programs**

The institute designs and teaches short-term programs for groups of students. Programs may target areas of interest such as business, university preparation, American language and culture, or second-language teaching methodology.

**Student Services**

The institute’s services for students in the intensive and short-term programs include host families, an academic advisor, an extensive orientation program before classes begin, and planned activities in Eugene and Oregon.

**Admission Procedures**

The institute’s Intensive English Program is open to students who have successfully completed secondary school and are able to demonstrate sufficient financial support for study at the institute. Students are advised to study English for a minimum of six months prior to admission. To apply, submit the following materials:

1. An American English Institute 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 $110

Admission to the Intensive English Program does not imply admission to any other school or program at the University of Oregon. Inquiries about admission should be directed to the institute’s admissions coordinator.

**Faculty**


Jane Averill, senior instructor (academic speaking, writing and language program administration). BA, 1974, Kansas; MA, 1980, San Francisco State. (2013)


Thomas Delaney, instructor (Teaching English to speakers of other languages, testing and assessment, differences in language learning); Academic English for International Speakers coordinator. BA, 1994, Loyola Marymount; MA, 1998, Monterey Institute of International Studies; PhD, 2009, Auckland. (2006)


Angela Dornbusch, senior instructor; head academic advisor. BA, 1995, St. Olaf College; MA, 2006, San Francisco State. (2012)


Monica Hatch, instructor (academic English for international students). BA, 1994, Georgia; MA, 2011, Georgia State. (2011)

Deborah Healey, instructor (computer-assisted language learning, teacher education, English language teaching). BA, 1974, Queen’s (Ontario); MA, 1976, PhD, 1993, Oregon. (2009)

Char Heitman, senior instructor (teacher training, cross-cultural communication, oral skills and fluency). BA, 1988, Northern Iowa; MA, 1993, Iowa. (1997)


Patricia Pashby, senior instructor (second-language teaching, teacher training, vocabulary acquisition); coordinator, international graduate teaching fellow program. BA, 1987, MA, 1990, San Francisco State; EdD, 2002, San Francisco. (2001)


Daniel C. Wood, instructor (intensive English instruction, listening and speaking instruction, curriculum development). BA, 2003 California, Santa Barbara; MA, 2008, Oregon.)


*The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.*

**Courses**

**AEIS 101. Introductory Academic Oral Communication. 4 Credits.**
Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, videos, and lectures. Sequence with AEIS 102.
Pre- or coreq: placement test.

**AEIS 102. Advanced Academic Oral Communication. 4 Credits.**
Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, and presentations. Sequence with AEIS 101.
Pre- or coreq: placement test or AEIS 101 with a grade of C– or better.

**AEIS 107. Reading Academic Discourse. 4 Credits.**
Focuses on interactive reading of academic text, building reading strategies for better comprehension, speed, and confidence, and developing critical reading skills.
Prereq: placement test.

**AEIS 108. Advanced Reading Academic Discourse. 4 Credits.**
Focuses on interactive reading of academic text, reading strategies for better comprehension, speed, and confidence, and further development of critical, interpretive and evaluative reading. Sequence with AEIS 107 (optional).
Prereq: placement test or AEIS 107 with a grade of C– or better.

**AEIS 110. Introductory Academic Writing. 4 Credits.**
Introduces conventions of expository essay writing. Emphasizes clear, effective written communication and development of editing skills. Covers grammar in context. Sequence with AEIS 111, 112.
Prereq: placement test.

**AEIS 111. Intermediate Academic Writing. 4 Credits.**
Prereq: placement test or C– or better or P in AEIS 110.

**AEIS 112. Advanced Academic Writing. 4 Credits.**
Advanced writing for nonnative speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Sequence with AEIS 110, 111.
Prereq: placement test or C– or better or P in AEIS 111.

**AEIS 199. Special Studies: [Topic]. 1-5 Credits.**
Repeatable.

**AEIS 610. Experimental Course: [Topic]. 1-5 Credits.**
Repeatable.

**Anthropology**

Frances J. White, Department Head
541-346-5278
541-346-0668 fax
308 Condon Hall

Anthropology, the study of humans, includes sociocultural anthropology, biological anthropology, and archaeology. Courses offered by the Department of Anthropology span the natural sciences, social sciences, and humanities and provide a broad understanding of human nature and society for students in other fields and for anthropology majors.

The broad perspective on human culture and biology that anthropology offers can enhance studies in many other fields, including history, psychology, international studies, environmental studies, ecology and evolution, geography, earth system science, literature, political science, folklore, language study, art history, and public policy and management.

**Faculty**


Jon M. Erlandson, Philip H. Knight Professor (New World archaeology, coastal adaptations, Pacific Coast of North America); director, Museum of Natural and Cultural History. BA, 1980, MA, 1983, PhD, 1988, California, Santa Barbara. (1990)


Stephen R. Frost, professor (human and primate evolution and paleontology, morphometrics, Africa); director, graduate studies. BA,


Terry L. Hunt, professor (archaeology). See Robert Donald Clark Honors College.


Frances J. White, professor (evolution of primate behavior, Africa); department head. BA, 1980, MA, 1984, Cambridge; PhD 1986, State University of New York, Stony Brook. (2001)

Emeriti

C. Melvin Aikens, professor emeritus. BA, 1960, Utah; MA, 1962, PhD, 1966, Chicago. (1968)


Don E. Dumond, professor emeritus. BA, 1949, New Mexico; MA, 1957, Mexico City College; PhD, 1962, Oregon. (1962)


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

Participating

Cynthia J. Budlong, Museum of Natural and Cultural History

Thomas J. Connolly, Museum of Natural and Cultural History

Pamela E. Endzweig, Museum of Natural and Cultural History

Dennis L. Jenkins, Museum of Natural and Cultural History

Brian L. O’Neill, Museum of Natural and Cultural History

• Bachelor of Arts
• Bachelor of Science
• Minor

Undergraduate Studies

Preparation

High school students planning a major in anthropology should have a sound background in English, biological science, and mathematics (preferably algebra). Study in a modern second language is desirable.

Students transferring with two years of college work should have introductory course work in the social sciences. Introductory biology and the equivalent of two years of college-level study in a second language are recommended.

Careers

A bachelor’s degree in anthropology prepares the graduate for employment in areas where clear communication, analysis and synthesis, and respect for diversity are valued. Anthropology provides a suitable background for positions with federal, state, and local agencies and prepares the student for citizenship in a multicultural world.

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

Bachelor’s Degree Requirements

The department offers course work leading to bachelor of arts (BA) and bachelor of science (BS) degrees. Major requirements are the same for each. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science (p. 908) in the Bachelor’s Degree Requirements section of this catalog.
Bachelor of Arts Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ANTH 145</td>
<td>Principles of Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 161</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 270</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

Breadth Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One upper-division geographic area course in archaeology</td>
<td></td>
</tr>
<tr>
<td>One course in cultural anthropology</td>
<td></td>
</tr>
<tr>
<td>Four upper-division anthropology courses in one area of concentration</td>
<td>16</td>
</tr>
<tr>
<td>Two upper-division anthropology electives</td>
<td>8</td>
</tr>
<tr>
<td>Total Credits</td>
<td>48</td>
</tr>
</tbody>
</table>

1 Areas of concentration: cultural anthropology, biological anthropology, or archaeology.

Bachelor of Science Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ANTH 145</td>
<td>Principles of Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 161</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 270</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

Breadth Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One upper-division geographic area course in archaeology</td>
<td></td>
</tr>
<tr>
<td>One course in cultural anthropology</td>
<td></td>
</tr>
<tr>
<td>One courses in biological anthropology</td>
<td></td>
</tr>
<tr>
<td>Four upper-division anthropology courses in one area of concentration</td>
<td>16</td>
</tr>
<tr>
<td>Two upper-division anthropology electives</td>
<td>8</td>
</tr>
<tr>
<td>Total Credits</td>
<td>48</td>
</tr>
</tbody>
</table>

1 Areas of concentration: cultural anthropology, biological anthropology, or archaeology.

The minor in anthropology complements a major in another discipline. Courses used to complete the minor must be chosen in consultation with an anthropology advisor. Of the 24 credits required in anthropology, 20 must be graded and passed with a C– or better.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Anthropology

An optional minor is included in this example. Please consult with an anthropology advisor concerning a plan that is best for you.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 340</td>
<td>Fundamentals of Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 344</td>
<td>Oregon Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 408</td>
<td>Workshop: [Topic] (Archaeology Field School)</td>
<td>1-21</td>
</tr>
<tr>
<td>ANTH 411</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ANTH 419</td>
<td>Performance, Politics, and Folklore</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 443</td>
<td>North American Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 449</td>
<td>Cultural Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>AAAP 411</td>
<td>Introduction to Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>AAAP 451</td>
<td>Historic Survey and Inventory Methodology</td>
<td>3</td>
</tr>
</tbody>
</table>

Honors

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

Approval for graduation with honors is granted to a student who

- Maintains a 4.00 or higher grade point average (GPA) in anthropology and at least a 3.50 overall GPA or
- Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA, and submits an acceptable honors thesis written under the guidance of a departmental faculty member, who serves as thesis advisor.

Minor Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100- or 200-level anthropology course</td>
<td>4</td>
</tr>
<tr>
<td>300- or 400-level anthropology courses</td>
<td>12</td>
</tr>
<tr>
<td>400-level anthropology courses</td>
<td>4</td>
</tr>
<tr>
<td>Elective anthropology course at any level</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

Courses used to fulfill major requirements must be taken for letter grades and passed with a C– or better. To ensure a liberal education, anthropology majors are strongly encouraged to limit their anthropology credits to 52. Majors contemplating graduate work are advised to complete two years of a second language. Statistics is desirable for those with interests in biological anthropology and archaeology.

Majors must meet with an anthropology advisor at least once a year.

Cultural Resource Management

The following courses are recommended for students who want a focus in cultural resource management:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 340</td>
<td>Fundamentals of Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 344</td>
<td>Oregon Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 408</td>
<td>Workshop: [Topic] (Archaeology Field School)</td>
<td>1-21</td>
</tr>
<tr>
<td>ANTH 411</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ANTH 419</td>
<td>Performance, Politics, and Folklore</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 443</td>
<td>North American Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 449</td>
<td>Cultural Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>AAAP 411</td>
<td>Introduction to Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>AAAP 451</td>
<td>Historic Survey and Inventory Methodology</td>
<td>3</td>
</tr>
</tbody>
</table>

Honors

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

Approval for graduation with honors is granted to a student who

- Maintains a 4.00 or higher grade point average (GPA) in anthropology and at least a 3.50 overall GPA or
- Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA, and submits an acceptable honors thesis written under the guidance of a departmental faculty member, who serves as thesis advisor.

Minor Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100- or 200-level anthropology course</td>
<td>4</td>
</tr>
<tr>
<td>300- or 400-level anthropology courses</td>
<td>12</td>
</tr>
<tr>
<td>400-level anthropology courses</td>
<td>4</td>
</tr>
<tr>
<td>Elective anthropology course at any level</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

Courses used to complete the minor must be chosen in consultation with an anthropology advisor. Of the 24 credits required in anthropology, 20 must be graded and passed with a C– or better.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Anthropology

An optional minor is included in this example. Please consult with an anthropology advisor concerning a plan that is best for you.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 340</td>
<td>Fundamentals of Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 344</td>
<td>Oregon Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 408</td>
<td>Workshop: [Topic] (Archaeology Field School)</td>
<td>1-21</td>
</tr>
<tr>
<td>ANTH 411</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ANTH 419</td>
<td>Performance, Politics, and Folklore</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 443</td>
<td>North American Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 449</td>
<td>Cultural Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>AAAP 411</td>
<td>Introduction to Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>AAAP 451</td>
<td>Historic Survey and Inventory Methodology</td>
<td>3</td>
</tr>
</tbody>
</table>

Honors

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

Approval for graduation with honors is granted to a student who

- Maintains a 4.00 or higher grade point average (GPA) in anthropology and at least a 3.50 overall GPA or
- Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA, and submits an acceptable honors thesis written under the guidance of a departmental faculty member, who serves as thesis advisor.

Minor Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100- or 200-level anthropology course</td>
<td>4</td>
</tr>
<tr>
<td>300- or 400-level anthropology courses</td>
<td>12</td>
</tr>
<tr>
<td>400-level anthropology courses</td>
<td>4</td>
</tr>
<tr>
<td>Elective anthropology course at any level</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

The minor in anthropology complements a major in another discipline. Courses used to complete the minor must be chosen in consultation with an anthropology advisor. Of the 24 credits required in anthropology, 20 must be graded and passed with a C– or better.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Anthropology

An optional minor is included in this example. Please consult with an anthropology advisor concerning a plan that is best for you.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 340</td>
<td>Fundamentals of Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 344</td>
<td>Oregon Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 408</td>
<td>Workshop: [Topic] (Archaeology Field School)</td>
<td>1-21</td>
</tr>
<tr>
<td>ANTH 411</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ANTH 419</td>
<td>Performance, Politics, and Folklore</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 443</td>
<td>North American Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 449</td>
<td>Cultural Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>AAAP 411</td>
<td>Introduction to Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>AAAP 451</td>
<td>Historic Survey and Inventory Methodology</td>
<td>3</td>
</tr>
</tbody>
</table>

Honors

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

Approval for graduation with honors is granted to a student who

- Maintains a 4.00 or higher grade point average (GPA) in anthropology and at least a 3.50 overall GPA or
- Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA, and submits an acceptable honors thesis written under the guidance of a departmental faculty member, who serves as thesis advisor.

Minor Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100- or 200-level anthropology course</td>
<td>4</td>
</tr>
<tr>
<td>300- or 400-level anthropology courses</td>
<td>12</td>
</tr>
<tr>
<td>400-level anthropology courses</td>
<td>4</td>
</tr>
<tr>
<td>Elective anthropology course at any level</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

The minor in anthropology complements a major in another discipline. Courses used to complete the minor must be chosen in consultation with an anthropology advisor. Of the 24 credits required in anthropology, 20 must be graded and passed with a C– or better.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Anthropology

An optional minor is included in this example. Please consult with an anthropology advisor concerning a plan that is best for you.
### Winter
- **ANTH 270** Introduction to Biological Anthropology 4
- **WR 122 or WR 123** College Composition II or College Composition III 4
- Second term of first-year second-language sequence 4
- Multicultural course 4

**Credits** 16

### Spring
- **ANTH 161** Introduction to Cultural Anthropology 4
- Third term of first-year second-language sequence 4
- Multicultural course 4
- Group-satisfying course 4

**Credits** 16

### Second Year
**Fall**
- Upper-division geographic-area course in archaeology 4
- First term of second-year second-language sequence 4
- Group-satisfying course in arts and letters 4
- Group-satisfying course in social science 4

**Credits** 16

**Winter**
- One course in cultural anthropology 4
- Second term of second-year second-language sequence 4
- Group-satisfying course in social science 4
- Group-satisfying course in science 4

**Credits** 16

**Spring**
- One course in biological anthropology 4
- Third term of second-year second-language sequence 4
- Group-satisfying course in science 4
- Group-satisfying course in arts and letters 4

**Credits** 16

### Third Year
**Fall**
- Upper-division course in an area of concentration 4

**Credits** 16

### Fourth Year
**Fall**
- Upper-division course in an area of concentration 4
- Two courses that satisfy minor requirement 8

**Credits** 16

**Winter**
- Anthropology elective 4
- Course that satisfies minor requirement 4

**Credits** 12

**Spring**
- Anthropology elective 4
- Course that satisfies minor requirement 4

**Credits** 12

**Total Credits** 180

Bachelor of Science in Anthropology
An optional minor is included in this example. Please consult with an anthropology advisor concerning a plan that is best for you.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 145 or ANTH 150</td>
<td>Principles of Archaeology or World Archaeology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course in mathematics (MATH) or computer and information science (CIS)</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 270</td>
<td>Introduction to Biological Anthropology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course in mathematics (MATH) or computer and information science (CIS)</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Multicultural course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 161</td>
<td>Introduction to Cultural Anthropology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course in mathematics (MATH) or computer and information science (CIS)</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Multicultural course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division geographic-area course in archaeology</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course that satisfies minor requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One course in cultural anthropology</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course that satisfies minor requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division course in an area of concentration</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course that satisfies minor requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division course in an area of concentration</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course that satisfies minor requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division course in an area of concentration</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course that satisfies minor requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Additional course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division course in an area of concentration</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course that satisfies minor requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Additional course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Additional course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology elective</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course that satisfies minor requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Additional course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>
Master of Science Degree Requirements

The MA requires competence in a second language.

Graduate Students

Graduate students are members of the Association of Anthropological Graduate Students and are represented in the Student Senate.

Master of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select each of the following: 1,2</td>
<td>17</td>
</tr>
<tr>
<td>ANTH 615</td>
<td>Proseminar in Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 680</td>
<td>Basic Graduate Physical Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 681</td>
<td>Archaeology and Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 688</td>
<td>Social Theory I</td>
<td></td>
</tr>
<tr>
<td>or ANTH 689</td>
<td>Social Theory II</td>
<td></td>
</tr>
<tr>
<td>Graduate-level anthropology courses 1,2</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Graduate-level courses</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

1. Students spend the first year, and in some instances the first two years, establishing a broad foundation in anthropology with these courses in which they must earn grades of B– or better.
2. Courses must be in subfields of archaeology, cultural, or physical anthropology. Some examinations may be required. A master’s paper is required, but a thesis is not required.

The MA requires competence in a second language.

Master of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select each of the following: 1,2</td>
<td>17</td>
</tr>
<tr>
<td>ANTH 615</td>
<td>Proseminar in Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 680</td>
<td>Basic Graduate Physical Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 681</td>
<td>Archaeology and Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 688</td>
<td>Social Theory I</td>
<td></td>
</tr>
<tr>
<td>or ANTH 689</td>
<td>Social Theory II</td>
<td></td>
</tr>
<tr>
<td>Graduate-level anthropology courses 1,2</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Graduate-level courses</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

1. Students spend the first year, and in some instances the first two years, establishing a broad foundation in anthropology with these courses in which they must earn grades of B– or better.
2. Courses must be in subfields of archaeology, cultural, or physical anthropology. Some examinations may be required. A master’s paper is required, but a thesis is not required.

The Museum of Natural and Cultural History

The Museum of Natural and Cultural History and its research division, the Oregon State Museum of Anthropology, provide opportunities for students to gain research experience through field projects and museum experience through the natural history museum’s public programs. The rich resources of the state museum’s collections are available to anthropology students, faculty members, and other qualified researchers. The Museum of Natural and Cultural History is described...
in the Academic Resources section of this catalog; the Oregon State Museum of Anthropology is described under Research Centers and Institutes (p. 904).

Courses

ANTH 114. Anthropology of Pirates and Piracy. 4 Credits.
Examines the political and economic origins and legacies of piracy through 500 years of history in the Americas, Europe, and Africa.

ANTH 119. Anthropology and Aliens. 4 Credits.
Examines how anthropology and speculative fiction have mutually constituted each other historically as each explores culture and society, and what makes us human.

ANTH 145. Principles of Archaeology. 4 Credits.
Introduction to archaeology methods and interpretation.

ANTH 150. World Archaeology. 4 Credits.
Introduction to prehistoric societies and cultural change through the examination of archaeological case studies from around the world. Taught once or more per academic year.

ANTH 161. Introduction to Cultural Anthropology. 4 Credits.
A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world.

ANTH 162. Introduction to Medical Anthropology. 4 Credits.
An introduction to medical anthropology focusing on health, illness and healing from a cross-cultural perspective.

ANTH 163. Origins of Storytelling. 4 Credits.
Application of evolutionary thinking to the origins and function of literature.

ANTH 165. Sexuality and Culture. 4 Credits.
Examines sexuality through the historical, cultural, economic, and political factors that contribute to the construction of sexual identities, relationships, and institutions.

ANTH 170. Introduction to Human Origins. 4 Credits.
Homo sapiens as a living organism; biological evolution and genetics; fossil hominids.

ANTH 171. Introduction to Monkeys and Apes. 4 Credits.
Evolutionary biology of the primates: the fossil record and ecology in the age of mammals, primate anatomy, locomotor feeding adaptations, taxonomic relations, and primate ethology.

ANTH 173. Evolution of Human Sexuality. 4 Credits.
Includes basic genetics, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior.

ANTH 175. Evolutionary Medicine. 4 Credits.
Focuses on the application of evolutionary thinking to the study of human health and disease.

ANTH 176. Introduction to Forensic Anthropology. 4 Credits.
Introduction to human skeletal analysis and its application in a legal context, using biological and anthropological approaches to the recovery and identification of human remains.

ANTH 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

ANTH 198. Laboratory Projects: [Topic]. 1-2 Credits.
Repeatable.

ANTH 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ANTH 200. Introduction to Nutritional Anthropology. 4 Credits.
Human nutrition from a biocultural anthropological perspective, including the relationship of food consumption patterns to evolution, contemporary issues relating to malnutrition, and diseases of nutrition.

ANTH 223. Anthropology of Chocolate. 4 Credits.
This course explores the impact and meaning that chocolate has had on cultures around the world and on the human body.

ANTH 243. Island Archaeology. 4 Credits.
Provides an in-depth understanding about the prehistory of various island regions in a comparative perspective as seen in the material culture and how islands help archaeologists decipher patterns of changing human behavior over time, including migration processes, settlement patterns, environmental interactions, and exchange systems.

ANTH 248. Archaeology of Wild Foods. 4 Credits.
Examines how diet and early cooking affected human evolution, harvest-processing of wild Pacific Northwest foods, pre-Neolithic cooking technologies.

ANTH 250. Introduction to Middle East Studies. 4 Credits.
Explores national, familial, religious, and gendered identities in the Middle East as well as colonial histories, historical memory, politics, globalization, and world view.

ANTH 260. Domestic Animals. 4 Credits.
Explores human relationships with domestic animals, examining the domestication process and the effects of animal domestication on human society.

ANTH 270. Introduction to Biological Anthropology. 4 Credits.
Examines the biological aspects of the human species from comparative, ecological, and evolutionary perspectives. Explores theoretical and methodological issues in biological anthropology.

ANTH 274. Animals and People. 4 Credits.
Explores contemporary and historical examples of human-animal interactions around the globe from a cross-cultural perspective. We analyze the influences of culture and biology on these interactions, explore perspectives, and engage in hypothesis testing.

ANTH 278. Scientific Racism. 4 Credits.
Understanding past scientific attitudes on racial variation helps place modern concepts of human diversity and racial segregation in a broader anthropological and scientific context.

ANTH 280. Introduction to Language and Culture. 1-4 Credits.
Relationship and methodology of language and culture.

ANTH 284. Warfare in Human Evolution. 4 Credits.
Reviews current theories regarding when/why warfare emerged in human prehistory, examining evidence from animal behavior, cognitive psychology, and the fossil, archaeological, and ethnographic records.

ANTH 298. Temporary Group-Satisfying Course. 4 Credits.
How anthropologists study and describe human cultures. Content varies; draws on fieldwork, famous ethnographies, specific ethnographic areas and their problems, and comparative study of selected cultures. Repeatable when topic changes.

ANTH 311. Anthropology of Globalization. 4 Credits.
Introduces students to a wide range of issues related to economic, cultural, and ideological aspects of globalization.

Repeatable when topic changes.

ANTH 310. Exploring Other Cultures: [Topic]. 4 Credits.
How anthropologists study and describe human cultures. Content varies; draws on fieldwork, famous ethnographies, specific ethnographic areas and their problems, and comparative study of selected cultures. Repeatable when topic changes.

ANTH 119. Anthropology and Aliens. 4 Credits.
Examines how anthropology and speculative fiction have mutually constituted each other historically as each explores culture and society, and what makes us human.

ANTH 145. Principles of Archaeology. 4 Credits.
Introduction to archaeology methods and interpretation.

ANTH 150. World Archaeology. 4 Credits.
Introduction to prehistoric societies and cultural change through the examination of archaeological case studies from around the world. Taught once or more per academic year.

ANTH 161. Introduction to Cultural Anthropology. 4 Credits.
A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world.

ANTH 162. Introduction to Medical Anthropology. 4 Credits.
An introduction to medical anthropology focusing on health, illness and healing from a cross-cultural perspective.

ANTH 163. Origins of Storytelling. 4 Credits.
Application of evolutionary thinking to the origins and function of literature.

ANTH 165. Sexuality and Culture. 4 Credits.
Examines sexuality through the historical, cultural, economic, and political factors that contribute to the construction of sexual identities, relationships, and institutions.

ANTH 170. Introduction to Human Origins. 4 Credits.
Homo sapiens as a living organism; biological evolution and genetics; fossil hominids.

ANTH 171. Introduction to Monkeys and Apes. 4 Credits.
Evolutionary biology of the primates: the fossil record and ecology in the age of mammals, primate anatomy, locomotor feeding adaptations, taxonomic relations, and primate ethology.

ANTH 173. Evolution of Human Sexuality. 4 Credits.
Includes basic genetics, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior.

ANTH 175. Evolutionary Medicine. 4 Credits.
Focuses on the application of evolutionary thinking to the study of human health and disease.

ANTH 176. Introduction to Forensic Anthropology. 4 Credits.
Introduction to human skeletal analysis and its application in a legal context, using biological and anthropological approaches to the recovery and identification of human remains.

ANTH 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

ANTH 198. Laboratory Projects: [Topic]. 1-2 Credits.
Repeatable.

ANTH 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
ANTH 314. Gender in Cross-Cultural Perspective. 4 Credits.
Cross-cultural exploration of women's power in relation to political, economic, social, and cultural roles. Case studies from Africa, America, Asia, Europe, and the Middle East.

ANTH 315. Gender, Folklore, Inequality. 4 Credits.
Cross-cultural exploration of the expressive and artistic realm of women's lives. Topics include life-cycle rituals, religion, healing, verbal arts, crafts, and music.

ANTH 320. Native North Americans. 4 Credits.

ANTH 322. Anthropology of the United States. 4 Credits.
Exploration of the culture and the political economy of the contemporary United States, with a particular focus on race, class, and gender relations. Pre or coreq: ANTH 161.

ANTH 326. Caribbean Societies. 4 Credits.
Exploring the legacy of processes that formed Caribbean culture—migration, slavery, and trade—in religious, popular, and scholarly contexts.

ANTH 327. Anthropological Perspectives on Africa. 4 Credits.
Thematic, comparative exploration of the contours of life in contemporary Africa. Promotes a critical historical perspective on the anthropology of the continent.

ANTH 328. New Guinea. 4 Credits.
A look at the lifeways of New Guinea people; focuses on personhood, gender, exchange, Christianity, and development.

ANTH 329. Immigration and Farmworkers Political Culture. 4 Credits.
Mexican farmworkers in the United States, their history and living and working conditions explored within the political culture of immigration. Introductory social science course recommended.

ANTH 330. Hunters and Gatherers. 4 Credits.
Survey of contemporary hunter-gatherer societies. Foraging, decision-making, exchange, prestige, marriage, gender roles, parenting, history, and demography in an ecological and evolutionary perspective.

ANTH 331. Cultures of India and South Asia. 4 Credits.
Survey of contemporary South Asia's religious and cultural diversity, issues of ethnic identity, gender construction, social conflict, and politics of poverty.

ANTH 332. Human Attraction and Mating Strategies. 4 Credits.
Evolutionary theory, experimental and real-world data illuminate what we find attractive in others, variation in who we are attracted to, and why.

ANTH 340. Fundamentals of Archaeology. 4 Credits.
Methods modern archaeology uses to reconstruct the past, including background research, field methods, laboratory analyses, and interpreting data. Prereq: ANTH 145 or ANTH 150.

ANTH 341. Food Origins. 4 Credits.
Biological, ecological, and social dimensions of plant-animal domestication and the environmental impact of agriculture in the Late Pleistocene-Holocene epochs.

ANTH 342. Archaeology of Egypt and Near East. 4 Credits.
The archaeology of ancient Egypt and the Near East.

ANTH 343. Pacific Islands Archaeology. 4 Credits.
Archaeology and prehistoric cultural development of Pacific island peoples from earliest settlement through early Western contact. Emphasizes Southeast Asian cultural foundations and ecological adaptations. Prereq: ANTH 145 or 150.

ANTH 344. Oregon Archaeology. 4 Credits.
Native American cultural history of Oregon based on archaeological evidence. Environmental and ecological factors that condition human adaptations and contemporary cultural resource protection.

ANTH 345. Archaeology of East Asia. 4 Credits.
Explores the evolution of diverse cultures and ethnic identities in East Asia during prehistoric and early historical times.

ANTH 347. Archaeology of Ancient Cities. 4 Credits.
The archaeology of ancient cities from around the world.

ANTH 348. Mammoths to Megaliths: European Prehistory. 4 Credits.
This course introduces Europe before history, charting it from a primitive backwater to the point when all roads led to Rome. Offered alternate years. Prereq: ANTH 145 or ANTH 150.

ANTH 349. Origins of Art. 4 Credits.
Examines prehistoric and recent hunter-gatherer art to understand the role that art behavior played in ancestral human life.

ANTH 361. Human Evolution. 4 Credits.
Fossil evidence of human evolution; Homo sapiens' place among the primates; variability of populations of fossil hominids. Prereq: ANTH 170 or ANTH 270.

ANTH 362. Human Biological Variation. 4 Credits.
Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution. Prereq: one from ANTH 270, BI 213, or BI 283H.

ANTH 365. Food and Culture. 4 Credits.
Anthropological approach to the role of nutrients in human development (individual and group); cultural determinants and differences among populations; world food policy; applied nutritional anthropology.

ANTH 366. Human Osteology Laboratory. 4 Credits.
Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy. Prereq: one from ANTH 170, 270, BI 212, or HPHY 321.

ANTH 369. Human Growth and Development. 4 Credits.
Examines key issues in human and nonhuman primate growth and development; addresses genetic, social and ecological determinants of variation in growth.

ANTH 373. Psychoactive Substances in Ancient Societies. 4 Credits.
Global review of psychoactive substances in past human societies, including the paraphernalia, iconography, and residues of drugs found in the archaeological record. Prereq: ANTH 145 or ANTH 150.

ANTH 375. Primates in Ecological Communities. 4 Credits.
How do primates interact with other species at evolutionary and ecological scales? What factors influence differences and similarities in primate communities? Prereq: ANTH 170 or 270.
ANTH 376. Genomics and Anthropology. 4 Credits.
Explores how genomic data are used to address anthropological questions concerning human and nonhuman primate biological variation, health, and evolution. 
Prereq: one course from ANTH 175, 270, BI 211, 282H.

ANTH 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ANTH 401. Research: [Topic]. 1-21 Credits.
Repeatable.

ANTH 403. Thesis. 1-12 Credits.
Repeatable.

ANTH 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

ANTH 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.

ANTH 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ANTH 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

ANTH 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.

ANTH 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ANTH 413. Culture and Psychology. 4 Credits.
Explores anthropology and psychology to explore the relationship between the individual and culture; includes such topics as emotion, personality, mental illness, and sexuality.

ANTH 414. Activist Anthropology. 4 Credits.
Explores how anthropologists link research with advocacy, public policy processes, activism, and public outreach.

ANTH 415. Human Life History. 4 Credits.
Explores evolution of key life history traits in comparative primatological, paleo-anthropological, behavioral ecology, and evolutionary psychology perspectives.

ANTH 417. Field Methods in Cultural Anthropology. 4 Credits.
Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Provides theoretical perspectives and emphasizes investigator's ethical responsibilities.
Prereq: 8 credits of upper-division cultural anthropology.

ANTH 419. Performance, Politics, and Folklore. 4 Credits.
Aesthetic, political, economic, and social dimensions of cultural performances examined in museums, heritage displays, folklore festivals, community celebrations, and tourist destinations.
Pre- or coreq: 8 credits in cultural anthropology.

ANTH 420. Culture, Illness, and Healing. 4 Credits.
Cultural foundations of illness and healing. Attempts to analyze illness experiences, looks at therapies cross-culturally, and examines the nature of healing.
Prereq: ANTH 161.

ANTH 424. Feminist Methods in Anthropology. 4 Credits.
Seminar in feminist research design and methods in three subfields of anthropology: biological, sociocultural, archaeological. Examines case studies illustrating research ethics, collaboration, and activism.
Prereq: 12 credits in ANTH or WGS courses.

ANTH 427M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with J 427M/527M. Sequence with ANTH 428M/528M Latino Roots II.

ANTH 428M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with J 428M/528M. Sequence with ANTH 427M/527M.
Prereq: ANTH 427M.

ANTH 429. Jewish Folklore and Ethnology. 4 Credits.
Traditional expressive culture of East European Jews; includes narrative, proverbs, jokes, folk beliefs, rituals, holidays, food, customs, music, gender, and immigrant folklore in the United States.

ANTH 430. Balkan Society and Folklore. 4 Credits.
Explores ethnic groups of the Balkans with attention to the roles of folklore, nationalism, rural-urban relationships, gender, music, and folk arts.

ANTH 431. Plants and People. 4 Credits.
Survey of issues in and research methods for understanding the cultural roles and uses of plants in past and present human societies.

ANTH 434. Native South Americans. 4 Credits.
Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change.
Prereq: ANTH 161.

ANTH 438. Race and Gender in Latin America. 4 Credits.
Examines intersecting systems of race, gender, ethnicity, and nationalism through 600 years of Latin American history, focusing on five countries in three regions.

ANTH 439. Feminism and Ethnography. 4 Credits.
Uses current literature to explore the relationship between feminism, postmodernism, and ethnography. Investigates reflexivity, subjectivity, multiple voicings, and the politics of fieldwork and the text. Junior standing required.

ANTH 440. Old World Prehistory: [Topic]. 4 Credits.
Archaeology of prehistoric cultures in selected regions of the Middle East, Southeast Asia, or Africa, from first human cultures to historic periods.
Repeatable when topic changes for maximum of 12 credits.
Prereq: ANTH 145 or 150.

ANTH 441. Recent Cultural Theory. 4 Credits.
Survey of various cultural frameworks: Durkheimian, Marxist, feminist, transnationalism, Orientalism.
Prereq: 8 credits in social science.

ANTH 442. Northwest Coast Archaeology. 4 Credits.
Archaeological and prehistoric cultural development of peoples indigenous to the Northwest Coast of North America, from Alaska to northern California, from earliest settlement through Western contact.
Prereq: ANTH 145 or 150.

ANTH 443. North American Archaeology. 4 Credits.
Survey of interdisciplinary research applied to prehistoric cultures and environments in North America.
Prereq: ANTH 145 or 150.

ANTH 444. Sea coast and Prehistory. 4 Credits.
Global review of the significance of coastal settlement and adaptations by humans in the ancient past.
Prereq: ANTH 145 or 150.
ANTH 445. Archaeology of Cultural Landscapes. 4 Credits.
Archaeological and landscape concepts represented in the past and the present. Site distributional, ecological, and socio-symbolic dimensions of landscapes are examined.
Prereq: ANTH 145 or 150.

ANTH 446. Practical Archaeobotany. 4 Credits.
Investigates interactions between human-plant populations in the past; laboratory training of analyzing plant fossils in archaeological contexts.

ANTH 448. Gender and Archaeology. 4 Credits.
Discussion of gender as an emerging focus of archaeological theory, method, and interpretation. Examination of case studies from around the world during prehistory.
Prereq: ANTH 145 or 150.

ANTH 449. Cultural Resource Management. 4 Credits.
Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources.
Prereq: ANTH 145 or 150.

ANTH 450. The Anthropology Museum. 4 Credits.
Social, historical, ethical, and practical dimensions of the curation and exhibition of anthropological collections in museum contexts.

ANTH 451. Ethnoarchaeology. 4 Credits.
Examines relationships between anthropology and ethnography and how archaeologists study material culture in a living context. Examples are from various world areas.
Prereq: ANTH 145 or 150.

ANTH 453. African Archaeology. 4 Credits.
The archaeology of humans in Africa with an emphasis on the past 15,000 years.

ANTH 456. Peopling of the Americas. 4 Credits.
Reviews anthropological methods of the Americas including biological, genetic, archaeological, and paleoenvironmental evidence.
Prereq: ANTH 145 or ANTH 150.

ANTH 457. Practicum. 4 Credits.
Repeatable.

ANTH 458. Dissertation. 1-5 Credits.
Repeatable.

ANTH 459. Advanced Evolutionary Medicine. 4 Credits.
Investigates how understanding of our evolutionary history is used to further understanding of the human mind.
Prereq: ANTH 170 or 270.

ANTH 461. Human Skeletal Pathology. 4 Credits.
Methods and techniques of paleopathology, the disease process, and how hard tissues are affected by them. Pivotal anthropological issues in which paleoanthropology plays a key role.
Prereq: ANTH 176 with a grade of B– or better or ANTH 366 with a C– or better.

ANTH 462. Primate Evolution. 4 Credits.
The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations: locomotion, special senses, dentition.
Prereq: ANTH 270.

ANTH 463. Primate Behavior. 4 Credits.
Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of living primates; social structure and social organizations.
Prereq: ANTH 171 or 270.

ANTH 464. Primate Feeding and Nutrition. 4 Credits.
Evaluates primate feeding and foraging behavior, diet, and nutrition. Explores anatomical, physiological, and behavioral solutions to feeding challenges, both ecological and evolutionary.
Prereq: ANTH 171 or 270.

ANTH 465. Paleoeconomy and Human Evolution. 4 Credits.
Relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoecological inference; current theories of hominid origins.
Prereq: ANTH 270.

ANTH 466. Evolutionary Theory. 4 Credits.
Provides a theoretical framework in evolutionary biology with which to explore human evolutionary history and aspects of modern human biology.

ANTH 470. Statistical Analysis of Biological Anthropology. 4 Credits.
The important methods in biometry (biological statistics) and their inherent assumptions, limitations, interpretations, and common uses (and misuses) as relevant to biological anthropology.
Prereq: MATH 243, 425, or equivalent.

ANTH 471. Zooarchaeology: [Topic]. 4 Credits.
Analysis and interpretation of bone and shell animal remains from archaeological sites. Repeatable once for a maximum of 8 credits when the topic changes.
Prereq: ANTH 145 or ANTH 150.

ANTH 472. Primate Conservation Biology. 4 Credits.
Evaluates the conservation status of the order Primates. Explores biological-ecological issues and social-cultural influences on primate biodiversity, distribution, and abundance.
Prereq: ANTH 171 or 270.

ANTH 473. Advanced Forensic Anthropology. 4 Credits.
Teaches theory and analysis of human remains for medico-legal professionals, including estimating biological parameters from skeletons and outdoor crime scene processing and testimony.
Prereq: ANTH 176 with a grade of B– or better or ANTH 366 with a C– or better.

ANTH 474. Human Skeletal Pathology. 4 Credits.
Methods and techniques of paleopathology, the disease process, and how hard tissues are affected by them. Pivotal anthropological issues in which paleoanthropology plays a key role.
Prereq: ANTH 270.

ANTH 475. Taphonomy: Bones, Bugs, and Burials. 4 Credits.
Application of taphonomic studies in the fields of paleontology, archaeology, and forensic-medicolegal anthropology.
Prereq: one from ANTH 170, ANTH 176, ANTH 270, ANTH 366, BI 212, or equivalent.

ANTH 476. Anthropology and Popular Culture. 4 Credits.
Popular culture offers insights into the conditions of the reproduction of social relations through the analysis of film, sport, television, advertising, folklore, fashion, and festivals.

ANTH 481. Principles of Evolutionary Psychology. 4 Credits.
Important early social theorists (Marx, Engels, Freud, Durkheim, Weber) and the historical conditions in which the study of society emerged in Western thought.

ANTH 482. Bioanthropology Methods. 4 Credits.
Laboratory-based introduction to research methods in biological anthropology, with an emphasis on research among living human populations.
Prereq: ANTH 270.

ANTH 483. Foundations of Social Theory. 4 Credits.
Important early social theorists (Marx, Engels, Freud, Durkheim, Weber) and the historical conditions in which the study of society emerged in Western thought.

ANTH 484. Anthropology and Popular Culture. 4 Credits.
Popular culture offers insights into the conditions of the reproduction of social relations through the analysis of film, sport, television, advertising, folklore, fashion, and festivals.

ANTH 485. Advanced Forensic Anthropology. 4 Credits.
Teaches theory and analysis of human remains for medico-legal professionals, including estimating biological parameters from skeletons and outdoor crime scene processing and testimony.
Prereq: ANTH 176 with a grade of B– or better or ANTH 366 with a C– or better.

ANTH 487. Bioanthropology Methods. 4 Credits.
Laboratory-based introduction to research methods in biological anthropology, with an emphasis on research among living human populations.
Prereq: ANTH 270.

ANTH 488. Foundations of Social Theory. 4 Credits.
Important early social theorists (Marx, Engels, Freud, Durkheim, Weber) and the historical conditions in which the study of society emerged in Western thought.

ANTH 489. Anthropology and Popular Culture. 4 Credits.
Popular culture offers insights into the conditions of the reproduction of social relations through the analysis of film, sport, television, advertising, folklore, fashion, and festivals.

ANTH 490. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ANTH 491. Thesis. 1-16 Credits.
Repeatable.
ANTH 508. Workshop: [Topic]. 1-21 Credits. Repeatable.

ANTH 510. Experimental Course: [Topic]. 1-5 Credits. Repeatable.

ANTH 513. Culture and Psychology. 4 Credits. Bridges anthropology and psychology to explore the relationship between the individual and culture; includes such topics as emotion, personality, mental illness, and sexuality.

ANTH 514. Activist Anthropology. 4 Credits. Explores how anthropologists link research with advocacy, public policy processes, activism, and public outreach.

ANTH 515. Human Life History. 4 Credits. Explores evolution of key life history traits in comparative primatological, paleo-anthropological, behavioral ecology, and evolutionary psychology perspectives.

ANTH 517. Field Methods in Cultural Anthropology. 4 Credits. Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Provides theoretical perspectives and emphasizes investigator's ethical responsibilities.

ANTH 519. Performance, Politics, and Folklore. 4 Credits. Aesthetic, political, economic, and social dimensions of cultural performances examined in museums, heritage displays, folklore festivals, community celebrations, and tourist destinations.

ANTH 520. Culture, Illness, and Healing. 4 Credits. Cultural foundations of illness and healing. Attempts to analyze illness experiences, looks at therapies cross-culturally, and examines the nature of healing.

ANTH 524. Feminist Methods in Anthropology. 4 Credits. Seminar in feminist research design and methods in three subfields of anthropology: biological, sociocultural, archaeological. Examines case studies illustrating research ethics, collaboration, and activism.

ANTH 527M. Latino Roots I. 4 Credits. Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with J 427M/527M. Sequence with ANTH 428M/528M Latino Roots II.

ANTH 528M. Latino Roots II. 4 Credits. Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with J 428M/528M. Sequence with ANTH 427M/527M. Prereq: ANTH 527M.

ANTH 529. Jewish Folklore and Ethnology. 4 Credits. Traditional expressive culture of East European Jews; includes narrative, proverbs, jokes, folk beliefs, rituals, holidays, food, customs, music, gender, and immigrant folklore in the United States.

ANTH 530. Balkan Society and Folklore. 4 Credits. Explores ethnic groups of the Balkans with attention to the roles of folklore, nationalism, rural-urban relationships, gender, music, and folk arts.

ANTH 531. Plants and People. 4 Credits. Survey of issues in and research methods for understanding the cultural roles and uses of plants in past and present human societies.

ANTH 534. Native South Americans. 4 Credits. Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change.

ANTH 538. Race and Gender in Latin America. 4 Credits. Examines intersecting systems of race, gender, ethnicity, and nationalism through 600 years of Latin American history, focusing on five countries in three regions.

ANTH 539. Feminism and Ethnography. 4 Credits. Uses current literature to explore the relationship between feminism, postmodernism, and ethnography. Investigates reflexivity, subjectivity, multiple voicings, and the politics of fieldwork and the text.

ANTH 540. Old World Prehistory: [Topic]. 4 Credits. Archaeology of prehistoric cultures in selected regions of the Middle East, Southeast Asia, or Africa, from first human cultures to historic periods. Repeatable when topic changes for maximum of 12 credits. Prereq: one course in archaeology or prehistory.

ANTH 541. Recent Cultural Theory. 4 Credits. Survey of various cultural frameworks: Durkheimian, Marxist, feminist, transnationalism, Orientalism. Prereq: 8 credits in social science.

ANTH 542. Northwest Coast Archaeology. 4 Credits. Archaeological and prehistoric cultural development of peoples indigenous to the Northwest Coast of North America, from Alaska to northern California, from earliest settlement through Western contact.

ANTH 543. North American Archaeology. 4 Credits. Survey of interdisciplinary research applied to prehistoric cultures and environments in North America.

ANTH 544. Seacoast and Prehistory. 4 Credits. Global review of the significance of coastal settlement and adaptations by humans in the ancient past.

ANTH 545. Archaeology of Cultural Landscapes. 4 Credits. Archaeological and landscape concepts represented in the past and the present. Site distributional, ecological, and socio-symbolic dimensions of landscapes are examined.

ANTH 546. Practical Archaeobotany. 4 Credits. Investigates interactions between human-plant populations in the past; laboratory training of analyzing plant fossils in archaeological contexts.

ANTH 548. Gender and Archaeology. 4 Credits. Discussion of gender as an emerging focus of archaeological theory, method, and interpretation. Examination of case studies from around the world during prehistory.

ANTH 549. Cultural Resource Management. 4 Credits. Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources.

ANTH 550. The Anthropology Museum. 4 Credits. Social, historical, ethical, and practical dimensions of the curation and exhibition of anthropological collections in museum contexts.

ANTH 551. Ethnoarchaeology. 4 Credits. Examines relationships between archaeology and ethnography and how archaeologists study material culture in a living context. Examples are from various world areas.

ANTH 553. African Archaeology. 4 Credits. The archaeology of humans in Africa with an emphasis on the past 15,000 years.
ANTH 559. Advanced Evolutionary Medicine. 4 Credits.
Explores current research in the field of evolutionary medicine.

ANTH 562. Primate Evolution. 4 Credits.
The fossil record and theoretical implications of the Cenozoic primates
with special reference to their various adaptations: locomotion, special
senses, dentition.

ANTH 563. Primate Behavior. 4 Credits.
Ecology and ethology of free-ranging primates. Classification, distribution,
and ecological relationships of living primates; social structure and social
organizations.

ANTH 564. Primate Conservation Biology. 4 Credits.
Evaluates primate feeding and foraging behavior, diet, and nutrition.
Explores anatomical, physiological, and behavioral solutions to feeding
challenges, both ecological and evolutionary.

ANTH 565. Paleoecology and Human Evolution. 4 Credits.
Relationship between ecology and comparative morphology as a basis
for theories of hominid phylogeny; analysis of methods of paleoecological
inference; current theories of hominid origins.

ANTH 566. Primate Feeding and Nutrition. 4 Credits.
Provides a theoretical framework in evolutionary biology with which
to explore human evolutionary history and aspects of modern human
biology.

ANTH 567. Statistical Analysis of Biological Anthropology. 4 Credits.
The important methods in biometry (biological statistics) and their
inherent assumptions, limitations, interpretations, and common uses (and
misuses) as relevant to biological anthropology. 
Prereq: MATH 243, 425, or equivalent.

ANTH 568. Evolutionary Theory. 4 Credits.
Evaluates primate feeding and foraging behavior, diet, and nutrition.
Explores anatomical, physiological, and behavioral solutions to feeding
challenges, both ecological and evolutionary.

ANTH 569. Practicum: [Topic]. 1-16 Credits.
Repeatable.

ANTH 570. Zooarchaeology: [Topic]. 4 Credits.
Analysis and interpretation of bone and shell animal remains from
archaeological sites. Repeatable once for a maximum of 8 credits when
the topic changes.

ANTH 571. Taphonomy: Bones, Bugs, and Burials. 4 Credits.
Application of taphonomic studies in the fields of paleontology,
archaeology, and forensic-medicolegal anthropology.

ANTH 572. Human Skeletal Pathology. 4 Credits.
Methods and techniques of paleopathology, the disease process, and
how hard tissues are affected by them. Pivotal anthropological issues in
which paleoanthropology plays a key role.

ANTH 573. Advanced Forensic Anthropology. 4 Credits.
Teaches theory and analysis of human remains for medico-legal
professionals, including estimating biological parameters from skeletons
and outdoor crime scene processing and testimony.

ANTH 574. Primate Classification, Paleoprimatology, Paleoanthropology, Human
Biology and Diversity, Processes of Evolution, and Primate Ethology.
Introduction to the ways researchers study Africa-related topics by
surveying the types of data, analytical methods, and research questions
asked in different subjects, from the natural sciences to the humanities.

ANTH 575. African Studies Seminar. 4 Credits.
Introduction to major subfields of physical anthropology; geochronology,
primate classification, paleoprimatology, paleoanthropology, human
biology and diversity, processes of evolution, and primate ethology.

ANTH 576. Archaeological Research: Epistemology, Methods, Ethics. 4 Credits.
Various techniques in ethnographic research. Examines the relationships
between methods, theory, and ethics.

ANTH 577. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ANTH 578. Workshop: [Topic]. 1-16 Credits.
Repeatable.

ANTH 579. Dissertation. 1-16 Credits.
Repeatable.

ANTH 580. Basic Graduate Physical Anthropology. 5 Credits.
Introduction to major subfields of physical anthropology; geochronology,
primate classification, paleoprimatology, paleoanthropology, human
biology and diversity, processes of evolution, and primate ethology.

ANTH 581. Archaeology and Anthropology. 5 Credits.
Use by archaeologists of concepts drawn from anthropology;
modifications and additions made necessary by the nature of
archaeological data.

ANTH 582. Anthropological Linguistics. 5 Credits.
Topics include linguistic relativity; language, cognition, and social
practice; distinctiveness of human language; role of reference in linguistic
structures; creation of social and cultural forms.

ANTH 583. Professional Writing. 2-4 Credits.
Covers the basics of professional writing for grant proposals, journal
articles, and papers presented at professional meetings. Requires short
proposal, longer proposal or article, and workshop participation.
ANTH 688. Social Theory I. 5 Credits.
Social theory survey organized around keywords: colonialism-postcolonialism, meaning, materiality-materialism, local-national-global, structure-agency-history, power, and difference.

ANTH 689. Social Theory II. 5 Credits.
Social theory survey organized around keywords: colonialism-postcolonialism, meaning, materiality-materialism, local-national-global, structure-agency-history, power, and difference.

Asian Studies
Tuong Vu, Program Director
541-346-6963
541-346-5041 fax
175 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene, Oregon 97403-5206
ast@uoregon.edu

Program Affiliated Faculty
Ina Asim, history (China)
William S. Ayres, anthropology (Southeast Asia and Pacific islands)
Aletta Biersack, anthropology (Southeast Asia and Pacific islands)
Lucien Brown, East Asian languages and literatures (Korea)
Steven T. Brown, East Asian languages and literatures (Japan)
Daniel P. Buck, geography (China)
Kathie Carpenter, international studies (Southeast Asia)
Roy Chan, East Asian languages and literatures (China)
Scott DeLancey, linguistics (Southeast Asia)
Rachel DiNitto, East Asian languages and literatures (Japan)
Maram Epstein, East Asian languages and literatures (China)
Tara Fickle, English (Asian American culture)
Alisa D. Freedman, East Asian languages and literatures (Japan)
Andrew E. Goble, history (Japan)
Bryna Goodman, history (China)
Sangita Gopal, English (South Asia)
Alison Groppe, East Asian languages and literatures (Chinese culture)
Luke Habberstad, East Asian languages and literatures, religious studies (China)
Jeffrey E. Hanes, history (Japan)
Kaori Idemaru, East Asian languages and literatures (Japan)
Zhuo Jing-Schmidt, East Asian languages and literatures (China)
Lamia Karim, anthropology (South Asia)
Dong Hoon Kim, East Asian languages and literatures (Korea)
Charles H. Lachman, history of art and architecture (China)
Gyoung-Ah Lee, anthropology (China and Korea)
David Leiwei Li, English (Chinese film and Asian American literature)
Kenneth B. Liberman, sociology
Susanna Soojung Lim, honors college
Jenny Lin, history of art and architecture
HyeRyoung Ok, journalism and communication (Korean media)
Eileen M. Otis, sociology (China)
Eric W. Pederson, linguistics (South Asia)
Roxann Prazniak, honors college (China)
Eric Priest, law (China)
Biswaup “Bish” Sen, journalism and communications (South Asia)
Xiaobo Su, geography (China)
Ying Tan, art (China)
Mark T. Unno, religious studies (East Asian religions)
Arafaat Valiani, history (South Asia)
Bharat Venkat, anthropology (South Asia)
Tuong Vu, political science (East and Southeast Asia)
Akiko Walley, history of art and architecture (Japan)
Glynne Walley, East Asian languages and literatures (Japan)
Yugen Wang, East Asian languages and literatures (China)
Anita M. Weiss, international studies (South Asia)
Yizhao Yang, planning, public policy and management (China)
Kyu Ho Youm, journalism and communication

Bachelor of Arts
Minor in East Asian Studies
Minor in South Asian Studies
Minor in Southeast Asian Studies

Undergraduate Studies
The Asian Studies Program’s interdisciplinary program leads to a bachelor of arts (BA) degree in Asian studies.

Students may focus their studies on Japan, China, Korea, or, with outside language study, a special interdisciplinary major in Southeast Asian or South Asian studies. Students may enhance majors in other departments with a minor in East Asian studies, South Asian studies, or Southeast Asian studies.

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

The curriculum includes courses in anthropology, art history, dance, ethnic studies, film, geography, history, international studies, linguistics, political science, religious studies, and Chinese, Japanese, and Korean language and literature. The program is administered by the Asian studies committee, which is composed of faculty members with Asian specializations.

Declaring a Major
To be accepted into the Asian studies major, a student must request acceptance as a major in the Asian studies office before attaining senior status. Depending on interests and career objectives, students are encouraged to discuss with their advisors or the program director the advisability of pursuing a second major in a supporting discipline or preprofessional program.

Major Requirements
The major in Asian studies offers

• strong training in at least one Asian language (Chinese, Japanese, or Korean)
• knowledge of the histories and cultures of the societies in which that language is used
• a sense of how academic disciplines contribute to interdisciplinary study
• a knowledge of transnational Asia beyond the primary language and civilization focus listed above

Bachelor of Arts Degree Requirements
Students must complete 48 credits as specified below. As many as 8 of these credits may be taken pass/no pass; at least 40 of the 48 credits must be chosen at the 300 level or above. All other courses used to satisfy major requirements must be taken for letter grades and passed with grades of C– or better. Students should consult their advisors in planning programs of study.

Seminar
ASIA 350 What Is Asia: Theoretical Debates 4

Subregional Interdisciplinary Focus 1
Six courses in the chosen subregion, if available; two courses must be in history, two in the social sciences, and two in the humanities; may include as many as 15 credits of upper-division Asian language courses related to the chosen subregion

Discipline or Thematic Focus
Three courses in one discipline or theme 2 12

Regional Breadth
Course in Asian studies outside chosen subregion; may include lower-division language courses of a second Asian language 4

Language Requirement
Two years of Asian language related to the chosen subregion 3

2 Disciplines or themes include but are not limited to film, food, literature, religion, pop culture, linguistics, or art. Discipline and thematic courses may be double-dipped from Interdisciplinary courses, but the major must include a minimum of 48 credits. Courses selected for the thematic area do not need to be taken within the declared subregional focus area. Courses selected for the thematic area cannot be language-based; linguistic and literature courses are acceptable.

3 Chinese and Japanese are taught through the fifth year in the Department of East Asian Languages and Literatures. Languages must be taken for letter grades and passed with grades of C– or better. Under special circumstances, students may demonstrate an equivalent competence by examination or by work in advanced language courses.

Minor Requirements
Students should consult with the program director to determine whether a course has a full or partial focus on East Asia, South Asia, or Southeast Asia. A list of preapproved courses for each minor is available in the Asian studies office. Students should acquaint themselves with the selection of experimental courses offered each term and may pursue directed readings with East Asian, South Asian, or Southeast Asian specialists. First- and second-year language courses cannot be used to satisfy requirements for the minor.

Minor in East Asian Studies
Courses from at least two departments focused on East Asia 20
ASIA 350 What Is Asia: Theoretical Debates 4
Two years of study in relevant Asian language or equivalent level of proficiency

Total Credits 24
At least 12 of the 24 credits must be upper division.

Minor in South Asian Studies
Courses in South Asia history 4
Course in South Asian history, religion, or philosophy 4
Course in contemporary South Asian issues 4
Course on South Asian media or culture 4
Courses with full or partial South Asia focus 8

Total Credits 24
At least 12 of the 24 credits must be upper division. Students must consult with one of the South Asia faculty members when determining courses to take.

In addition, students must either demonstrate first-year proficiency in any South Asian vernacular language or complete a ten-week term of study or internship in South Asia, under the supervision of a member of the UO South Asia faculty.

Minor in Southeast Asian Studies
Courses focused on Southeast Asia 1 20
Course with partial focus on Southeast Asia 4

1 Subregions: China, Japan, Korea, Southeast Asia, South Asia

1 At least 12 credits must be upper division.
Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. This degree plan would grant a BA in Asian studies with a focus on Japan.

This degree plan is for general planning purposes only and, due to the interdisciplinary nature of the major, it is imperative that students speak with advisors to determine which courses would best match their personal, professional, and academic goals.

Bachelor of Arts in Asian Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 101</td>
<td>First-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>Group-satisfying course in science</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 102</td>
<td>First-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td>Group-satisfying course in science</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 306</td>
<td>Introduction to Japanese Literature</td>
<td>4</td>
<td>Group-satisfying course in social science</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 201</td>
<td>Second-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>JPN 305</td>
<td>Introduction to Japanese Literature</td>
<td>4</td>
<td>Group-satisfying course in science</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 202</td>
<td>Second-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 301</td>
<td>Third-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ARH 209</td>
<td>History of Japanese Art</td>
<td>4</td>
<td>Group-satisfying course in science</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 302</td>
<td>Third-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>JPN 399</td>
<td>Special Studies: [Topic](Ghosts &amp; Monsters)</td>
<td>4</td>
<td>Group-satisfying course in arts and letters unrelated to Asian studies</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 396</td>
<td>Samurai in Film</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 51
Group-satisfying course in arts and letters unrelated to Asian studies 4
Group-satisfying course in social science 4
Elective course 4

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 434</td>
<td>Advanced Readings in Japanese Literature 4</td>
</tr>
<tr>
<td>Group-satisfying course in social science</td>
<td>4</td>
</tr>
<tr>
<td>Multicultural course</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Credits</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 460</td>
<td>Political Economy of East Asia 4</td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>44</td>
</tr>
</tbody>
</table>

**Graduate Studies**

The university offers an interdisciplinary program in Asian studies with an emphasis on East Asia, Southeast Asia, or South Asia leading to the master of arts (MA) degree. The MS degree program is inactive.

The curriculum includes courses in anthropology, art history, Chinese language and literature, geography, history, international studies, Japanese language and literature, linguistics, political science, and religious studies. The program is administered by the Asian studies committee, which is composed of faculty members with Asian specializations.

Prior to registration, the Asian studies committee assigns each student an advisor, who helps the student develop an individualized program. At the end of the first year, the student should form a graduate thesis committee of two to three faculty members to provide guidance through the second year of study and thesis preparation. Graduate students should meet with their advisors at least once a term.

**Application for Admission**

An applicant for admission to the master’s program must hold a bachelor’s degree from an accredited four-year university. It is expected that applicants have a minimum of three years of language study and some undergraduate preparation in courses relating to Asia. Students lacking adequate Asian language or disciplinary training must take appropriate preparatory courses, for which no graduate credit is earned.

Required materials for admission and financial aid are as follows:

1. University of Oregon application form and application fee
2. Transcripts of all college or university course work, including the final transcripts for any degree received
3. Three letters of recommendation
4. Statement of objectives
5. Writing sample
6. Test score for Graduate Record Examinations (GRE) and either Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores. International applicants must submit a TOEFL score of at least 575 (paper-based test) or 88 (Internet-based test) or an IELTS score of at least 7, unless they have received a bachelor’s degree from a college or university in an English-speaking country, such as Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom
7. Supplementary Application and Financial Statement for International Students must be submitted to the UO Office of Admissions by international applicants
8. Application for Graduate Award, if applying for graduate employment (e.g., a graduate teaching fellowship)

The application deadline is January 5 for admission the following fall term. Application information and materials are available online and from the Asian studies office.

**Master’s Degree Requirements**

Students pursuing an MA in Asian studies must complete 48 credits of graduate study, including at least 44 in Asia-related courses. Graduate credit for language study may only be earned for work beyond the third-year level.

**600-Level Courses.** The Graduate School requires that at least 9 credits in courses numbered 600–699 must be taken in residence.

**Graded Courses.** 24 of the total credits required must be earned at the University of Oregon for a letter grade. A minimum of 36 credits of course work and a minimum of 9 credits of Thesis (ASIA 503) is required. Credit for the thesis is given pass/no pass. In the final term, master's students must register for at least 3 credits, at least 1 of which must be in Thesis (ASIA 503).

**Continuous Enrollment and On-Leave Status.** Master’s students are expected to maintain continuous enrollment for a minimum of 3 credits each term until all degree requirements have been completed, unless on-leave status has been approved.

**Minimum GPA.** Graduate students must maintain at least a 3.00 grade point average (GPA) in all graduate courses taken with a graded option.

**Time Limit.** All requirements for the master's degree must be completed within a seven-year time period.

**Master of Arts: Area Studies Track**

| ASIA 611 | Perspectives on Asian Studies: [Topic] | 1 |
| ASIA 612 | Theory and Methodology in Asian Studies: [Topic] | 3 |
| Seminars or colloquia | 8 |
| Two courses in architecture, art history, literature, music, religious studies | 8 |
| Two courses in anthropology, economics, geography, international studies, political science | 8 |
| Two history courses | 8 |
Two courses in a region other than the primary language and civilization focus ²

ASIA 503 Thesis 9

Total Credits 53

1 Take during first year.

2 Perspectives on Asian Studies: [Topic] (ASIA 611), Theory and Methodology in Asian Studies: [Topic] (ASIA 612), and interdisciplinary courses may be used to satisfy this cross-regional awareness requirement.

In some circumstances and in consultation with advisors, students may petition the director to waive the thesis requirement for the degree. If the waiver is granted, the student is expected to complete 56 graduate credits (of which at least 44 are Asia-related), submit two substantial research papers on Asian topics developed in seminars or colloquia, and pass an examination addressing general Asian studies topics. The thesis and research papers are to include a minimum of two non-English sources appropriate to the region to demonstrate language proficiency.

Master of Arts: Disciplinary Track

Courses within the primary region of focus, drawn from two or more departments 16

Courses in primary discipline with at least one theory or methods course chosen in consultation with an advisor or the program director 12

Courses in region other than primary focus ¹ 8

ASIA 503 Thesis 9

Additional course work 3

Total Credits 48

¹ Perspectives on Asian Studies: [Topic] (ASIA 611) and Theory and Methodology in Asian Studies: [Topic] (ASIA 612) may be counted toward this cross-regional focus.

Academic courses are to be mutually agreed upon by an academic advisor and the program director. A list of Asia-related courses approved for inclusion in the Asian studies graduate curriculum is available from the program coordinator.

Students should also review the Graduate School’s regulations for information on the university’s general master of arts degree requirements.

Second Master’s Degree

Students enrolled in graduate programs offered by other departments may earn a second master’s degree in Asian studies. Besides satisfying the degree requirements set by the other departments, such students must complete the following:

Approved Asia-related graduate courses 32

ASIA 611 Perspectives on Asian Studies: [Topic] 1
ASIA 612 Theory and Methodology in Asian Studies: [Topic] 3

Demonstrate the language competence required for the MA degree in Asian studies

Thesis ¹

Total Credits 36

¹ Applies the methodology of the student’s discipline to an Asian subject.

The requirements for both the Asian studies and the departmental degree programs must be completed at the same time. A student completing this option is granted two master’s degrees, one in Asian studies and another in the departmental discipline.

Graduate Specialization in Asian Studies

The 16-credit graduate specialization in Asian studies is open to all UO graduate students except for MA students in the Asian Studies Program. This specialization enhances student education and future marketability in careers with nongovernmental or international organizations, the media, government service, education, or the academe.

Overview

In collaboration with faculty members, students achieve mastery in Asian studies by

- analyzing and critiquing primary and secondary sources related to Asia
- developing multiple disciplinary perspectives, sources, methods, and modes of analyses used in the study of Asia
- identifying major themes in Asian history, particularly historical continuities and critical junctures
- developing an advanced understanding of Asia’s physical and political geography
- studying major topical issues relevant to modern Asia, which may include economic development, tropical diseases, environmental change, and globalization
- honing skills to critically analyze modern debates about Asia

Specialization Requirements

Core Seminars

ASIA 611 Perspectives on Asian Studies: [Topic] 1
ASIA 612 Theory and Methodology in Asian Studies: [Topic] 3

Breadth Requirement

Three 4-credit courses ¹ 12

Total Credits 16

¹ Must include more than one academic discipline and more than one Asian country. One course must be outside the student’s focal academic division (e.g., humanities, social science). No more than two of the three courses may be substantially focused on the same Asian country.

To apply for the graduate specialization, fill out the Graduate School form (https://gradschool.uoregon.edu/sites/gradschool2.uoregon.edu/files/ Specialization%20Declaration.pdf).

The Graduate School has general information (http://gradschool.uoregon.edu/academic-programs/#specializations) about graduate specializations campuswide.

Courses

ASIA 111. Great Books on Modern Asia. 4 Credits.

Students learn about Asia and how knowledge about Asia is produced by reading and discussing four great books written by different authors in various writing genres and perspectives.
ASIA 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable when topic changes.
Prereq: freshman or new student.

ASIA 350. What Is Asia: Theoretical Debates. 4 Credits.
An interdisciplinary seminar designed to introduce students to current
theoretical debates about Asia, modernization, and area studies.

ASIA 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ASIA 401. Research: [Topic]. 1-16 Credits.
Repeatable.

ASIA 403. Thesis. 1-12 Credits.
Repeatable.
Prereq: major honor's student.

ASIA 405. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

ASIA 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ASIA 409. Practicum: [Topic]. 1-16 Credits.
Closely supervised participation in the activities of public or private
organizations, institutes, and community service agencies.

ASIA 425. Asian Foodways. 4 Credits.
Explores socio-cultural, political-economic and historical dimensions
of food in China, Japan, Korea, Southeast Asia and India, including
modernization, transnationalism, globalization. Offered alternate years.

ASIA 480. Chinese Economy: Transition, Development,
Globalization. 4 Credits.
Comprehensive introduction to the Chinese economy: market transition;
macroeconomic conditions and policies; key sectors such as industry,
banking, finance, energy, export, technology, agriculture; globalization.
Offered alternate years.

ASIA 503. Thesis. 1-9 Credits.
Repeatable.

ASIA 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ASIA 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ASIA 525. Asian Foodways. 4 Credits.
Explores socio-cultural, political-economic and historical dimensions
of food in China, Japan, Korea, Southeast Asia and India, including
modernization, transnationalism, globalization. Offered alternate years.

ASIA 580. Chinese Economy: Transition, Development,
Globalization. 4 Credits.
Comprehensive introduction to the Chinese economy: market transition;
macroeconomic conditions and policies; key sectors such as industry,
banking, finance, energy, export, technology, agriculture; globalization.
Offered alternate years.

ASIA 601. Research: [Topic]. 1-16 Credits.
Repeatable.

ASIA 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

ASIA 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ASIA 609. Practicum: [Topic]. 1-16 Credits.
Closely supervised participation in the activities of public or private
organizations, institutes, and community service agencies.

ASIA 611. Perspectives on Asian Studies: [Topic]. 1 Credit.
Explores the diverse perspectives that define Asian studies. Samples
conflicts, controversies, and areas of consensus that characterize the
field.

ASIA 612. Theory and Methodology in Asian Studies: [Topic]. 3
Credits.
Selected Asian studies issues. Repeatable once when topic changes for
maximum of 6 credits.

Biology

Bruce A. Bowerman, Department Head
541-346-4502
77 Klamath Hall
1210 University of Oregon
Eugene, Oregon 97403-1210

Biologists investigate a broad spectrum of questions about living
organisms and life processes—the physical and chemical bases of life,
how organisms and their component parts are structured, how they
function, how they interact with their environment, and how they have
evolved.

Departmental teaching and research emphases in cellular and molecular
biology, developmental biology, ecology and evolution, human biology,
marine biology, neuroscience and behavior, and bioinformatics offer
students opportunities to learn and work with scientists who are making
important contributions to knowledge in these areas.

Faculty

Yashar Ahmadian, assistant professor (theoretical neuroscience). BSc,
2001, Sharif University of Technology; MA, 2003, Columbia; PhD, 2007,
Columbia. (2014)

Matthew F. Barber, assistant professor (evolutionary genetics, host-
microbe interactions, and biochemistry). BA, 2006, Colgate; PhD, 2012,
Stanford. (2016)

Nicola C. Barber, instructor (molecular biology, science education). BA,
2006, Colgate; PhD, 2011, California, Berkeley. (2016)

Alice Barkan, professor (molecular genetics). BS, 1978, Massachusetts
Institute of Technology; PhD, 1983, Wisconsin, Madison. (1991)

Brendan J. M. Bohannan, professor (microbial ecology and evolution).

Bruce A. Bowerman, professor (developmental genetics, regulation of
the cytoskeleton in C. elegans). BA, 1981, Kansas State; PhD, 1989,
California, San Francisco. (1992)

William E. Bradshaw, professor (evolutionary genetics, population
biology, evolutionary physiology). BA, 1964, Princeton; MS, 1965, PhD,
1969, Michigan. (1971)

Scott D. Bridgham, professor (ecosystem ecology, plant community
dynamics). BA, 1980, BA, 1982, Maine; MS, 1986, Minnesota; PhD,


William A. Cresko, professor (evolutionary developmental genetics). BA, 1992, Pennsylvania; PhD, 2000, Clark. (2005)


Lauren M. Hallett, courtesy assistant professor (plant community ecology, restoration ecology). BS, 2008, Yale; MSc, 2010, Western Australia; PhD, 2015, California, Berkeley. (2017)


Alan J. Kelly, senior instructor (molecular and transmission genetics, microbiology). BS, 1981, California, Irvine; PhD, 1994, Oregon. (1994)


V. Patteson Lombardi, senior instructor with title of research assistant professor (human biology, medical physiology); director, undergraduate advising. BA, 1977, MAT, 1979, North Carolina, Chapel Hill; PhD, 1984, Oregon. (1984)


David A. McCormick, professor (cellular mechanisms of cortical function); Presidential Chair. BA, BS, 1979, Purdue; PhD, 1983, Stanford. (2016)


Peter L. Ralph, assistant professor (evolution and population genetics, data analysis, stochastic processes). AB, 2002, PhD, 2009, California, Berkeley. (2016)


Debbie Schlenoff, senior instructor (animal behavior and evolution, conservation biology). BS, 1979, State University of New York, Binghampton; PhD, 1983, Massachusetts, Amherst. (2001)

Eric Selker, professor (epigenetic mechanisms). BA, 1975, Reed; PhD, 1980, Stanford. (1985)

Alan Shanks, professor (marine and intertidal ecology, larval biology, zooplankton). BA, 1977, California, Santa Cruz; PhD, 1985, California, San Diego. (1993)


Eleanor Vandegrift, senior instructor (science education); associate director, science literacy program. BA, 1997, Earlham College; MS, 2002, Oregon State. (2012).


**Courtesy**


**Emeriti**

Andrew S. Bajer, professor emeritus. PhD, 1950, DSc, 1956, Cracow. (1964)

Howard T. Bonnett Jr., professor emeritus. BA, 1958, Amherst; PhD, 1964, Harvard. (1965)


George C. Carroll, professor emeritus. BA, 1962, Swarthmore; PhD, 1966, Texas. (1967)


Alan Dickman, professor emeritus. BA, 1976, California, Santa Cruz; PhD, 1984, Oregon. (1986)


Paul P. Rudy, professor emeritus. BA, 1955, MA, 1959, PhD, 1966, California, Davis. (1968)


Lynda P. Shapiro, professor emerita. BA, 1960, MS, 1963, Arkansas; PhD, 1974, Duke. (1990)


Karen U. Sprague, professor emerita. BA, 1964, Bryn Mawr; PhD, 1970, Yale. (1977)

Franklin W. Stahl, professor emeritus. AB, 1951, Harvard; PhD, 1956, Rochester. (1959)

Nora B. Terwilliger, professor emerita. BS, 1963, Vermont; MS, 1965, Wisconsin, Madison; PhD, 1981, Oregon. (1972)

Daniel Udovic, professor emeritus. BA, 1970, Texas; PhD, 1973, Cornell. (1973)

Norman K. Wessells, professor emeritus; provost emeritus, academic affairs. BS, 1954, PhD, 1960, Yale. (1988)


Herbert P. Wisner, senior instructor emeritus. BA, 1949, MA, 1950, Syracuse. (1966)

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

- Bachelor of Arts: Biology
- Bachelor of Arts: Marine Biology
- Bachelor of Science: Biology
- Bachelor of Science: Marine Biology

**Undergraduate Studies**

Students may enter the program with a high school education or transfer from a college or university. The curriculum includes courses for majors in biology, marine biology, and related disciplines; preprofessional courses;
and courses that serve as important elements in a liberal education for students in other majors. Course work for the biology major provides an exceptional foundation for students who plan to pursue graduate programs in biomedicine and research, and jobs in health services, private industry, and education.

**Biology and General Science Advising Center**

541-346-4525  
65 Klamath Hall  
bioadvis@uoregon.edu  
biology.uoregon.edu/advising

In the Biology and General Science Advising Center, students can meet with members of the biology advising staff for help in planning an individualized program of study.

The center provides multiple resources and services including advising for biology students and those interested in biomedicine and research; contacts for local, national, and international internships; and evaluation of biology-specific transfer equivalencies. Transfer students should consult the university’s website (http://registrar.uoregon.edu/transfer-students) for approximate transfer evaluations and should confirm with each individual department advisor when questions arise.

**Nonmajors**

Courses for nonmajors offered at the 100 level are intended for students with little or no college background in biology, chemistry, or mathematics. Topics vary from year to year, but all focus on the biological basis of animal behavior, cancer, ecology, evolution, genetics, and human physiology.

Students who are contemplating a major in biology or a related science are advised to begin their biology course work with one of the lower-division sequences: General Biology sequence—General Biology I: Cells (BI 211), General Biology II: Organisms (BI 212), General Biology III: Populations (BI 213), General Biology IV: Mechanisms (BI 214)—or Honors Biology sequence—Honors Biology I: Cells, Biochemistry and Physiology (BI 281H), Honors Biology II: Genetics and Molecular Biology (BI 282H), Honors Biology III: Evolution, Diversity and Ecology (BI 283H). Both sequences include rigorous laboratories and have mathematics and chemistry prerequisites.

**Majors**

**Preparation**

Modern biology is a quantitative interdisciplinary science. Students planning to specialize in biology should include in their high school preparation as much mathematics, chemistry, and physics as possible. International baccalaureate and advanced placement course work and testing are encouraged.

**Transfer Students**

Students who intend to transfer as majors from a community college or four-year institution should carefully plan the course work they take before transferring. Students who transfer after one year of college should have completed a year of college-level mathematics and general chemistry with laboratories. Satisfactory completion of a yearlong biology major’s introductory sequence that includes laboratories and features strong components of genetics, evolution, and physiology, most often enables transfer students to earn credit for three of four courses in the General Biology sequence. If this is the case, to complete the 200-level, lower-division biology requirement, students must successfully complete (P or C– or better) General Biology IV: Mechanisms (BI 214). In addition to these biology courses, transfer students can complete major requirements by taking a year of general chemistry with laboratories, two terms of organic chemistry, mathematics through two terms of calculus, and a year of general physics for science majors. Students who plan on applying to graduate programs in medicine or allied health are encouraged to take a full year of organic chemistry and physics, with laboratories, to satisfy graduate program admissions requirements. Organic chemistry course work completed at a community or junior college may not be used to satisfy upper-division credit requirements at the University of Oregon unless an American Chemical Society exam is passed.

**Lower-Division Biology Sequences**

The standard, four-course sequence includes General Biology I: Cells (BI 211), General Biology II: Organisms (BI 212), General Biology III: Populations (BI 213), and General Biology IV: Mechanisms (BI 214).

The three-course honors sequence for those with a strong background in mathematics and chemistry includes Honors Biology I: Cells, Biochemistry and Physiology (BI 281H), Honors Biology II: Genetics and Molecular Biology (BI 282H), and Honors Biology III: Evolution, Diversity and Ecology (BI 283H).

Either sequence is appropriate for students with interests in any area of biology. Students should consult the department website or visit the Biology and General Science Advising Center to seek advice on which sequence is most appropriate for them, and for the most up-to-date information.

**Careers**

The biology major prepares students for many outstanding fields. Biology professions have been ranked among the top ten jobs in the United States for more than 20 years.

Many graduates have gone on to top US and international schools in medicine, dentistry, pharmacy, veterinary medicine, optometry, physical therapy, nursing, and teacher education. Others have pursued PhD and MS degrees in molecular biology, neuroscience, ecology and evolution, and marine biology, or have found employment with government agencies, private industry, or nonprofit organizations. Selected job listings are available online at uocareer.uoregon.edu, in the Biology and General Science Advising Center, and in the Career Center, 244 Hendricks Hall.

Biology majors are encouraged to become involved in a variety of learning experiences beyond their college course work. More than two-thirds of our students are actively involved in research, and many assist with tutoring or teaching laboratories. Local, national, and international internships are available for those interested in a wide variety of specialty areas. Sample international programs established by the biology faculty in collaboration with Global Education Oregon, the UO’s overseas program, include neotropical ecology in Ecuador, tropical marine biology in Panama, and tropical diseases and service learning placements in Ghana.

**Major Requirements**

A major in biology or marine biology leads to a bachelor of science (BS) or a bachelor of arts (BA) degree. More than 95 percent of biology and marine biology majors seek the bachelor of science (BS) degree. The BA requires completion of the foreign-language requirement, while those with
double majors or those emphasizing languages may choose to pursue a bachelor of arts (BA) degree.

**Bachelor of Arts Degree Requirements: Biology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>MATH 246</td>
<td>Calculus for the Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>or MATH 251</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 247</td>
<td>Calculus for the Biological Sciences II</td>
<td></td>
</tr>
<tr>
<td>or MATH 252</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td><strong>General Chemistry</strong></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
<tr>
<td>or CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>or CH 237–239</td>
<td>Advanced General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td><strong>Organic Chemistry</strong></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>CH 331</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CH 335</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>PHYS 201–203</td>
<td>General Physics</td>
<td></td>
</tr>
<tr>
<td>or PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td><strong>Lower-Division Biology</strong></td>
<td></td>
<td>15-16</td>
</tr>
<tr>
<td>BI 211–214</td>
<td>General Biology I-IV</td>
<td></td>
</tr>
<tr>
<td>or BI 281H–283H</td>
<td>Honors Biology I-III</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-Division Biology</strong></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>At least one course needs to be completed from each area (I, II, and III):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area I: 300-level molecular, cellular, and developmental biology course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area II: 300-level systems and organisms course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area III: 300-level ecology and evolution course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more 300- or 400-level courses with significant laboratory or fieldwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 credits of courses numbered BI 410, 420–499</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>105-106</td>
</tr>
</tbody>
</table>

1. A course in statistics is required if an ecology and evolution or neuroscience and behavior emphasis area is selected.

2. Graduate programs in medicine and allied health typically require an additional organic chemistry lecture, Organic Chemistry III (CH 336), and laboratories (CH 337, 338) beyond that required by the biology major. Often, course work in biochemistry and genetics as well as other additional courses are typically required or preferred. Please consult the Health Professions Program (https://healthprofessions.uoregon.edu) for further details.

3. Graduate programs in medicine and allied health typically require additional laboratories (PHYS 204, 205, 206) or three terms of Foundations of Physics Laboratory (PHYS 290) beyond that required by the biology major. Please consult the Health Professions Program (https://healthprofessions.uoregon.edu) for further details.

4. Students must complete a minimum of 44 upper-division biology credits. For a complete list of approved courses and other details about upper-division requirements, see the online requirements for the biology major (https://biology.uoregon.edu/undergraduate-program/requirements).

**Bachelor of Science Degree Requirements: Biology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>MATH 246</td>
<td>Calculus for the Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>or MATH 251</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 247</td>
<td>Calculus for the Biological Sciences II</td>
<td></td>
</tr>
<tr>
<td>or MATH 252</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td><strong>General Chemistry</strong></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
<tr>
<td>or CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>or CH 237–239</td>
<td>Advanced General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td><strong>Organic Chemistry</strong></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>CH 331</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CH 335</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>PHYS 201–203</td>
<td>General Physics</td>
<td></td>
</tr>
<tr>
<td>or PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td><strong>Lower-Division Biology</strong></td>
<td></td>
<td>15-16</td>
</tr>
<tr>
<td>BI 211–214</td>
<td>General Biology I-IV</td>
<td></td>
</tr>
<tr>
<td>or BI 281H–283H</td>
<td>Honors Biology I-III</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-Division Biology</strong></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>At least one course needs to be completed from each area (I, II, and III):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area I: 300-level molecular, cellular, and developmental biology course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area II: 300-level systems and organisms course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area III: 300-level ecology and evolution course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more 300- or 400-level courses with significant laboratory or fieldwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 credits of courses numbered BI 410, 420–499</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>105-106</td>
</tr>
</tbody>
</table>

1. A course in statistics is required if an ecology and evolution or neuroscience and behavior emphasis area is selected.

2. Graduate programs in medicine and allied health typically require an additional organic chemistry lecture, Organic Chemistry III (CH 336), and laboratories (CH 337, 338) beyond that required by the biology major. Often, course work in biochemistry and genetics as well as other additional courses are typically required or preferred. Please consult the Health Professions Program (https://healthprofessions.uoregon.edu) for further details.
Graduate programs in medicine and allied health typically require additional laboratories (PHYS 204, 205, 206) or three terms of Foundations of Physics Laboratory (PHYS 290) beyond that required by the biology major. Please consult the Health Professions Program (https://healthprofessions.uoregon.edu) for further details.

Students must complete a minimum of 44 upper-division biology credits. For a complete list of approved courses and other details about upper-division requirements, see the online requirements for the biology major (https://biology.uoregon.edu/undergraduate-program/requirements).

Students are urged to contact specific institutions to confirm admission requirements.

Please contact the Biology and General Science Advising Center at biology.uoregon.edu/advising or call 541-346-4525 for additional limitations and allowances.

### Emphasis Areas for the Biology Major

Fulfilling the requirements for an undergraduate degree in biology provides a solid, general foundation in the discipline. Some biology majors choose to concentrate their upper-division course work in one of five emphasis areas:

- ecology and evolution
- human biology
- marine biology
- molecular, cellular, and developmental biology
- neuroscience and behavior

The requirements listed for each emphasis may be fulfilled as the student completes the upper-division course work for the biology major. Though not required, emphasis areas are designed to guide students, based on their specific interests, through upper-division course work. Upon graduation, students who complete the requirements for an emphasis area receive a written recognition from the department.

Visit biology.uoregon.edu/undergraduate-program/requirements for the current requirements for each emphasis area, or contact the Biology and General Science Advising Center at 541-346-4525 for more information.

### Major in Marine Biology

#### Bachelor of Arts Degree Requirements: Marine Biology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math ¹</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>MATH 246</td>
<td>Calculus for the Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>or MATH 251</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 247</td>
<td>Calculus for the Biological Sciences II</td>
<td></td>
</tr>
<tr>
<td>or MATH 252</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>General Chemistry</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
<tr>
<td>or CH 224H–</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>226H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>or CH 237–</td>
<td>Advanced General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>239</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ A course in statistics is required if an ecology and evolution or neuroscience and behavior emphasis area is selected.

### Lower-Division Biology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211–214</td>
<td>General Biology I-IV</td>
<td></td>
</tr>
<tr>
<td>or BI 281H–283H</td>
<td>Honors Biology I-III</td>
<td></td>
</tr>
</tbody>
</table>

### Upper-Division Biology ²

- Area I: 300-level molecular, cellular, and developmental biology course
- Area II: 300-level systems and organisms course
- Area III: 300-level ecology and evolution course

Three terms of full-time enrollment in courses at OIMB (at least 12 credits) ³

12 credits of courses numbered BI 420–499

#### Total Credits

105-106

² Students must complete a minimum of 44 upper-division biology credits. For a complete list of approved courses and other details about upper-division requirements, see the online requirements for the marine biology major (https://biology.uoregon.edu/undergraduate-program/requirements).

³ Courses at the Oregon Institute of Marine Biology (OIMB) are offered summer session, and fall, winter, and spring terms. See oimb.uoregon.edu for details of OIMB courses.

Students are required to spend three terms completing upper-division course work (taking at least 12 credits per term) at the Oregon Institute of Marine Biology. A program plan for the marine biology major is available in the Biology and General Science Advising Center or on the OIMB website.

### Bachelor of Science Degree Requirements: Marine Biology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math ¹</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>MATH 246</td>
<td>Calculus for the Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>or MATH 251</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 247</td>
<td>Calculus for the Biological Sciences II</td>
<td></td>
</tr>
<tr>
<td>or MATH 252</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>General Chemistry</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
<tr>
<td>or CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>or CH 237–239</td>
<td>Advanced General Chemistry Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

¹ A course in statistics is required if an ecology and evolution or neuroscience and behavior emphasis area is selected.

² Students must complete a minimum of 44 upper-division biology credits. For a complete list of approved courses and other details about upper-division requirements, see the online requirements for the marine biology major (https://biology.uoregon.edu/undergraduate-program/requirements).

³ Courses at the Oregon Institute of Marine Biology (OIMB) are offered summer session, and fall, winter, and spring terms. See oimb.uoregon.edu for details of OIMB courses.

Students are required to spend three terms completing upper-division course work (taking at least 12 credits per term) at the Oregon Institute of Marine Biology. A program plan for the marine biology major is available in the Biology and General Science Advising Center or on the OIMB website.
or CH 237–239

**Organic Chemistry** 8
- CH 331 Organic Chemistry I
- CH 335 Organic Chemistry II

**Physics** 12
- PHYS 201–203 General Physics
- or PHYS 251–253 Foundations of Physics I

**Lower-Division Biology** 15-16
- BI 211–214 General Biology I-IV
- or BI 281H–283H Honors Biology I-III

**Upper-Division Biology** 2 44
At least one course needs to be completed from each area (I, II, and III)
- Area I: 300-level molecular, cellular, and developmental biology course
- Area II: 300-level systems and organisms course
- Area III: 300-level ecology and evolution course

Three terms of full-time enrollment in courses at OIMB (at least 12 credits) 3
12 credits of courses numbered BI 420–499

**Total Credits** 105-106

1 A course in statistics is required if an ecology and evolution or neuroscience and behavior emphasis area is selected.

2 Students must complete a minimum of 44 upper-division biology credits. For a complete list of approved courses and other details about upper-division requirements, see the online requirements for the marine biology major (https://biology.uoregon.edu/undergraduate-program/requirements).

3 Courses at the Oregon Institute of Marine Biology (OIMB) are offered summer session, and fall, winter, and spring terms. See oimb.uoregon.edu for details of OIMB courses.

Students are required to spend three terms completing upper-division course work (taking at least 12 credits per term) at the Oregon Institute of Marine Biology. A program plan for the marine biology major is available in the Biology and General Science Advising Center or on the OIMB website.

**Animal Use in Teaching Laboratories**

Students should be aware that the biology and marine biology majors require courses in which a variety of organisms, including vertebrate animals, are used in laboratory dissections and experiments.

Prospective majors who are concerned about this should discuss it with their advisors before beginning either program. Students are encouraged to review the syllabuses for laboratory courses before enrolling. Syllabuses are available on the department’s website.

Department and university policies require that the use of live vertebrate animals be minimized in teaching laboratories and be approved by the curriculum committee of the Department of Biology and by the Institutional Animal Care and Use Committee of the University of Oregon.

Students who have ethical objections to animal use in a course that requires it should consult the instructor of record before enrolling.

**Recommended Program**

Students are encouraged to periodically consult their degree guide and transfer evaluation reports, academic transcripts, and other information available on DuckWeb (https://duckweb.uoregon.edu). Students should consult with advisors in the Biology and General Science Advising Center at least once a year for help with determining a program of study.

Freshman majors typically take general chemistry and mathematics during their first year.

Upper-division biology electives and General Physics (PHYS 201), General Physics (PHYS 202), General Physics (PHYS 203) are typically taken after successful completion of an introductory biology sequence.

By the end of the sophomore year, each student should have met with a biology advisor to develop a program that satisfies both the interests of the student and the major requirements.

Courses that are taken to meet major requirements must be passed with grades of P or C– or better. Students should choose the pass/no pass (P/ N) option sparingly or not at all. Some biomedical graduate programs do not allow transfer credit from courses taken pass/no pass.

Students meet the general-education group requirement in science by fulfilling the requirements for a major in biology. Transfer students should consult their advisors when selecting courses to meet the group requirements in arts and letters and social science. For more information, see the **Bachelor’s Degree Requirements** section of this catalog.

**Oregon Institute of Marine Biology**

Located in Charleston on Coos Bay, the Oregon Institute of Marine Biology (OIMB), in conjunction with the biology department, offers an undergraduate marine biology major and a coordinated program of study for undergraduates in biology, general science, and environmental science or environmental studies. During fall, winter, and spring terms and the summer session, 300- and 400-level courses take advantage of the institute’s unique coastal setting. Typical offerings include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 322</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BI 390</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>BI 451</td>
<td>Invertebrate Zoology</td>
</tr>
<tr>
<td>BI 454</td>
<td>Estuarine Biology</td>
</tr>
<tr>
<td>BI 455</td>
<td>Marine Birds and Mammals</td>
</tr>
<tr>
<td>BI 458</td>
<td>Biological Oceanography</td>
</tr>
<tr>
<td>BI 474</td>
<td>Marine Ecology</td>
</tr>
</tbody>
</table>

A seminar series, Seminar: [Topic] (BI 407), features weekly invited speakers who are active researchers in the marine sciences. Undergraduate research is encouraged.

The summer program offers additional 400-level courses emphasizing field studies and includes a variety of eight- and two-week courses as
The University of Oregon

The University of Oregon is a member of the Malheur Field Station consortium. Located in southeastern Oregon in the heart of the Great Basin desert, the field station provides an excellent opportunity for students to study terrestrial and aquatic systems. Credits earned in courses at the field station may be transferred to the university and are included in the total credits required for a University of Oregon degree. Courses that have been preapproved by the department may be counted for the biology major. Detailed course information and applications may be obtained from the field station website.

Malheur Field Station

Students may obtain a second bachelor’s degree in biology after earning a bachelor’s degree in another field. These students are admitted as postbaccalaureate nongraduates, but not students in the Graduate School. For the second degree, all departmental and university requirements must be met. For more information, see Second Bachelor’s Degree in the Bachelor’s Degree Requirements section of this catalog.

Preprofessional Students

Preprofessional science students who wish to major in biology need to plan carefully to complete major requirements and meet entrance requirements of professional schools. These students should consult a biology advisor as well as the UO health professions advisors (http://healthprofessions.uoregon.edu). See Preparatory Programs in the Academic Resources section of this catalog for more information about these requirements.

Although Organic Chemistry Lecture (CH 336), Organic Chemistry Laboratory (CH 337), Organic Chemistry Laboratory (CH 338) and Introductory Physics Laboratory (PHYS 204), Introductory Physics Laboratory (PHYS 205), Introductory Physics Laboratory (PHYS 206) are not required for the biology major, they are required for programs at most professional schools including biomedicine at Oregon Health and Science University in Portland.

Honors Program in Biology

The honors program requires substantial laboratory or field research supervised by a faculty member. Biology majors who satisfy the following requirements are eligible to graduate with honors:

1. Registration for the honors program through the Biology and General Science Advising Center, which includes obtaining an acceptance signature from the faculty research advisor, before beginning research
2. Completion of all requirements for the major in biology
3. Attainment of a minimum 3.30 GPA in all upper-division biology courses (including 300- and 400-level approved courses outside the department; see a biology advisor for a list)
4. Completion of a minimum of 6 credits in Research: [Topic] (BI 401) under the supervision of a single faculty advisor
5. Completion of a minimum of three terms of intensive research (summer session counts as a term); at least four terms and summer research experience are strongly encouraged
6. Enrollment in Thesis (BI 403) for all three terms of senior year, for a total of 4 credits; these credits may be applied toward the 44 required upper-division biology credits
7. Completion of a thesis, with the following requirements:
   a. Oversight by a thesis committee comprising two faculty members — a primary advisor and one faculty member on the Biology Undergraduate Affairs Committee
   b. A final version of the thesis must be provided to the committee one week prior to the thesis defense
   c. Both committee members must sign the thesis within one week of the thesis defense, and a final signed copy must be submitted to the Biology Advising Office
8. Defense of the thesis in a public forum in which the thesis committee is in attendance, taking place at least two weeks prior to the end of the term in which the student is graduating. The thesis defense is open to the public, and other students as well as faculty and staff members are encouraged to attend

A student of this program should e-mail the chair of the Biology Undergraduate Affairs Committee at the beginning of the term in which he or she intends to defend the thesis. The chair will help students find the appropriate member of the committee to serve as their second thesis committee member.

Honors Program in Marine Biology

To graduate with honors in marine biology, students must meet the following requirements:

1. Completion of all the requirements for the major in marine biology
2. A minimum cumulative GPA of 3.30 for all upper-division biology courses required for the major
3. Biology courses used to satisfy the marine biology degree requirements must be taken for letter grades
4. Registration for the honors program before research begins. This requires approval of the honors thesis topic by the faculty sponsor and the selection of a second member of the marine biology faculty to serve on the thesis approval committee
5. A minimum of 6 credits of research over at least three terms of research. One of these terms can be accomplished on the main campus while the thesis is being written. That term may, however, require periodic visits to the Oregon Institute of Marine Biology (OIMB)
6. Completion of a thesis, based on laboratory and/or field research that is approved by the OIMB faculty advisor and one other member of the OIMB faculty. Included at the front of the thesis should be a title page and the thesis defense committee approval. A final copy of the thesis is to be submitted to the OIMB library
7. A public defense of the thesis at OIMB

Students in residence on the main campus while enrolled in the marine biology honors program should consider enrolling in Thesis (BI 403). Contact Kryn Stankunas (kryn@uoregon.edu) for information on this course.

Special Opportunities for Biology Undergraduates

Majors may participate in research; attend department research seminars; work as a biology undergraduate laboratory assistant, biology
Minor in Biology

Lower-Division Biology Courses 12-15

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211</td>
<td>General Biology I: Cells</td>
<td>4</td>
</tr>
<tr>
<td>BI 212</td>
<td>General Biology II: Organisms</td>
<td>4</td>
</tr>
<tr>
<td>BI 213</td>
<td>General Biology III: Populations</td>
<td>4</td>
</tr>
<tr>
<td>BI 214</td>
<td>General Biology IV: Mechanisms</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-Division Biology Courses 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 281H</td>
<td>Honors Biology I: Cells, Biochemistry and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BI 282H</td>
<td>Honors Biology II: Genetics and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BI 283H</td>
<td>Honors Biology III: Evolution, Diversity and Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 28-31

1 No more than 4 credits from BI 401–409.

Students interested in a minor in biology should develop a plan for the minor in consultation with an advisor in the Biology and General Science Advising Center. Students completing the minor in biology must provide the biology advisor with an electronic submission of a transcript or transfer evaluation that shows any transfer courses that may be applied to the minor.

At least 16 credits of biology applied to the minor must be taken at the University of Oregon.

Course work must be completed with grades of P or C– or better.

Kindergarten through Secondary Teaching Careers

Students who complete the bachelor’s degree with a biology major are eligible to apply for the College of Education’s fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department’s K–12 education advisor, Peter Wetherwax; see also the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Biology
- Marine Biology

Bachelor of Arts in Biology

Course                      | Title                  | Credits | Milestones |
-----------------------------|------------------------|---------|------------|
First Year                   |                        |         |            |
Fall                         |                        |         |            |
CH 221                       | General Chemistry I    | 4       |            |
CH 227                       | General Chemistry      | 2       |            |
| Laboratory                  |                        |         |            |
MATH 111                     | College Algebra        | 4       |            |
WR 121                       | College Composition I  | 4       |            |

Credits 14
### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 222</td>
<td>General Chemistry II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 228</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II or College</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Composition III Recommend WR 123</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>over WR 122</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

15

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 223</td>
<td>General Chemistry III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 229</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 246</td>
<td>Calculus for the Biological Sciences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or MATH 251</td>
<td>or Calculus I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

19

### Second Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211</td>
<td>General Biology I: Cells or Honors</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or BI 281H</td>
<td>or Biology I: Cells, Biochemistry and Physiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 331</td>
<td>Organic Chemistry I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 247</td>
<td>Calculus for the Biological Sciences II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or MATH 252</td>
<td>or Calculus II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Credits

16

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 335</td>
<td>Organic Chemistry II</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

16

### Third Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 214</td>
<td>General Biology IV: Mechanisms</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students taking BI 281H–283H do not take BI 214</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division biology course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters social studies</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

16

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 202</td>
<td>General Physics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division biology courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters social studies</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

16

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 203</td>
<td>General Physics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division biology courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters social studies</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

16

### Total Credits

48
## Bachelor of Science in Biology

### Course Title Credits Milestones

#### Fourth Year

**Fall**
- Upper-division biology course 4
- Upper-division biology course or elective 4
- Elective courses 8

**Credits** 16

**Winter**
- Upper-division biology course 4
- Upper-division biology course or elective 4
- Elective course 4

**Credits** 12

#### Second Year

**Fall**
- BI 211 or BI 281H General Biology I: Cells 4
- CH 331 Organic Chemistry I 4
- MATH 247 or MATH 252 Calculus for the Biological Sciences II or Calculus II 4
- General education course in arts and letters or social science 4

**Credits** 16

**Spring**
- BI 212 or BI 283H General Biology II: Organisms or Honors Biology III: Evolution, Diversity and Ecology 4
- CH 335 Organic Chemistry II 4
- General education course in arts and letters or social studies 4
- General education course that also satisfies a multicultural requirement or elective 4

**Credits** 16

**Total Credits** 44

### Course Title Credits Milestones

#### First Year

**Fall**
- CH 221 General Chemistry I 4
- CH 227 General Chemistry Laboratory 2
- MATH 111 College Algebra 4
- WR 121 College Composition I 4

**Credits** 14

**Winter**
- CH 222 General Chemistry II 4
- CH 228 General Chemistry Laboratory 2
- MATH 112 Elementary Functions 4
- WR 122 College Composition II or College Composition III
  - Recommend WR 123 over WR 122 4

**Elective course** 1

**Credits** 15

**Spring**
- CH 223 General Chemistry III 4

---

CH 229 General Chemistry Laboratory 2

MATH 246 or MATH 251 Calculus for the Biological Sciences I or Calculus I 4

General education course in arts and letters or social science 4

**Elective course** 1

**Credits** 15

**Total Credits** 40
General education courses in arts and letters or social science 8
General education course that also satisfies a multicultural requirement or elective 4

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>48</td>
</tr>
</tbody>
</table>

### Course Title Credits Milestones

#### Third Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 214</td>
<td>General Biology IV: Mechanisms</td>
<td>4</td>
</tr>
</tbody>
</table>

- Students taking honors biology sequence (BI 281H–283H) do not take BI 214

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 201</td>
<td>General Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

- Upper-division biology course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 214</td>
<td>General Biology IV: Mechanisms</td>
<td>4</td>
</tr>
</tbody>
</table>

- General education course in arts and letters or social science

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>48</td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 202</td>
<td>General Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

- Upper-division biology courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 214</td>
<td>General Biology IV: Mechanisms</td>
<td>4</td>
</tr>
</tbody>
</table>

- General education course in arts and letters or social science

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>48</td>
</tr>
</tbody>
</table>

#### Fourth Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division biology course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division biology course or elective</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>48</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division biology course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division biology course or elective</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>42</td>
</tr>
</tbody>
</table>

---

### Bachelor of Arts in Marine Biology

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

#### First Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 227</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>40</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 222</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 228</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>Recommend WR 123 over WR 122</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>40</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 223</td>
<td>General Chemistry III</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 246 or MATH 251</td>
<td>Calculus for the Biological Sciences I or Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 229</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education course in arts and letters or social science</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>42</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>BI 211</td>
<td>General Biology I: Cells or Honors Biology I: Cells, Biochemistry and Physiology</td>
</tr>
<tr>
<td>CH 331</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>MATH 247</td>
<td>Calculus for the Biological Sciences II or Calculus II</td>
</tr>
<tr>
<td>General education course in arts and letters or social studies</td>
<td>4</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
</tr>
<tr>
<td>BI 212</td>
<td>General Biology II: Organisms or Honors Biology II: Genetics and Molecular Biology</td>
</tr>
<tr>
<td>CH 335</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>General education course in arts and letters or social studies</td>
<td>4</td>
</tr>
<tr>
<td>Elective or general education course that also satisfies a multicultural requirement</td>
<td>4</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BI 213</td>
<td>General Biology III: Populations or Honors Biology III: Evolution, Diversity and Ecology</td>
</tr>
<tr>
<td>General education courses in arts and letters or social science</td>
<td>8</td>
</tr>
<tr>
<td>Elective or general education course that also satisfies a multicultural requirement</td>
<td>4</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Total Credits** |                                            | 60                 |

| **Third Year** |                                            |                    |
| **Fall**       |                                            |                    |
| BI 214         | General Biology IV: Mechanisms              | 4                  |
| Upper-division course with BI subject code | 4                  |
| General education course in arts and letters or social science | 4                  |
| **Credits**    |                                            | 12                 |
| **Winter**     |                                            |                    |
| OIMB or upper-division biology course | 4                  |
| OIMB or general education course in arts and letters or social science | 4                  |
| OIMB or elective course | 4                  |
| **Credits**    |                                            | 12                 |

| **Spring**    |                                            |                    |
| OIMB or upper-division biology course | 4                  |
| OIMB or general education course in arts and letters or social science | 4                  |
| OIMB or elective course | 4                  |
| **Credits**   |                                            | 12                 |

| **Summer**   |                                            |                    |
| PHYS 201–203 | General Physics sequence or three terms at Oregon Institute of Marine Biology | 12                 |
| **Credits**  |                                            | 12                 |

| **Fourth Year** |                                            |                    |
| **Fall**        |                                            |                    |
| OIMB, BI 214, or upper-division biology course | 4                  |
| OIMB or upper-division biology course | 4                  |
| OIMB or elective course | 4                  |
| OIMB or general education course in arts and letters or social science | 4                  |
| **Credits**     |                                            | 16                 |

| **Winter**    |                                            |                    |
| OIMB or elective course | 4                  |
| **Credits**   |                                            | 16                 |

| **Total Credits** |                                            | 48                 |
Bachelor of Science in Marine Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 227</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 228</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>Recommend WR 121 over WR 122</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 223</td>
<td>General Chemistry III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 229</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 246</td>
<td>Calculus for the Biological Sciences I</td>
<td>or MATH 252</td>
<td>or Calculus II</td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters or social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>
### Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 201–203</td>
<td>General Physics, sequence or three terms at Oregon Institute of Marine Biology</td>
<td>12</td>
</tr>
</tbody>
</table>

### Third Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 214</td>
<td>General Biology, IV: Mechanisms</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-division biology course 4

General education course in arts and letters or social science 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

#### Winter

OIMB or general education course in arts and letters or social science 4

OIMB or upper-division courses 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

#### Spring

OIMB or upper-division course 4

OIMB or general education course in arts and letters or social science 4

OIMB or elective course 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

#### Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 201–203</td>
<td>General Physics, sequence or three terms at Oregon Institute of Marine Biology</td>
<td>12</td>
</tr>
</tbody>
</table>

### Fourth Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 214</td>
<td>upper-division biology course, or OIMB</td>
<td>4</td>
</tr>
</tbody>
</table>

OIMB or upper-division biology course 4

OIMB or general education course in arts and letters or social science 4

OIMB or elective course 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

#### Winter

OIMB or upper-division biology course 4

OIMB or general education courses in arts and letters or social science 8

### Graduate Studies

The department offers graduate work leading to the degrees of master of arts (MA), master of science (MS), and doctor of philosophy (PhD). The department’s primary emphasis for graduate study is the PhD program.

Applications are reviewed by members of the following programs:

1. Molecular biology
2. Neuroscience
3. Ecology and evolution
4. Marine biology

Interdisciplinary opportunities are available among the programs in biology as well as between biology and other departments, e.g., chemistry, computer science, human physiology, physics, and psychology.

Financial support for graduate students may be available through training grants, research grants, and teaching assistantships.

Detailed information about the graduate program, faculty research interests, and facilities is available at the biology department website.

### Master’s Degree

Master’s degrees earned on the UO campus generally emphasize ecology and evolution and can involve research on terrestrial, aquatic, or marine organisms.

Candidates for the master’s degree complete 45 credits of course work and the completion of a research project that is presented as a thesis.

Two years are typically required for completion of the master’s degree. More information is available on the biology department website (https://biology.uoregon.edu/graduate-studies).

A two-year master’s degree with a focus in marine biology is offered at the Oregon Institute of Marine Biology. Master’s degree students enrolled in the program at the institute must be admitted to the thesis master’s option. This program provides training for a variety of careers in aquatic or marine biology and can serve as preparation for advancement to a PhD program.

The Department of Biology offers a master’s degree in biology with a focus in bioinformatics that is designed to meet the needs of industry, the medical field, and academic or government institutions in the new genomic era. Students receive practical training in all aspects of acquiring and analyzing next-generation sequencing. The program is typically completed in 18 months and includes course work on the Eugene campus followed by a nine-month internship with one of many companies around the country. Detailed program and application information can be found on the Applied Bioinformatics and Genomics Master’s Program website (http://bioinformatics.uoregon.edu).

Students may be able to accelerate completion of a master’s degree program by completing graduate courses while still in the undergraduate program. For information, see Reservation of Graduate Credit (p. 899) in the Graduate School section of this catalog.
Doctoral Degree

During the first year, students take courses in their area of interest and participate in a laboratory rotation program. The rotations provide direct exposure to research activities in three laboratories and are therefore invaluable in choosing a laboratory in which to carry out dissertation research. After the first year in the program, students devote nearly all their efforts to research. These activities culminate in the public defense of a dissertation.

Admission

Information on applying to the graduate program may be obtained from the department’s website or from the department office. Requirements for admission to the graduate program include the following:

1. A completed online application
2. Three letters of recommendation
3. Transcripts of all college work
4. Scores on the quantitative, verbal, and analytical sections of the Graduate Record Examinations
5. TOEFL score of 600 (paper-based test) or 105 (Internet-based test) or better for international students. A score of 7.5 on the IELTS will also meet the English language test requirement.

Applications and support materials are submitted electronically.

Application Deadline

Applications must be received by the department by December 1, when the graduate admissions committee begins reviewing applications.

Institute of Ecology and Evolution

The Institute of Ecology and Evolution brings together teams of scientists from biology, environmental studies, geography, earth sciences, mathematics, anthropology, landscape architecture, and computer science. Labs address fundamental questions of ecology and evolution from molecules to ecosystems using a combination of field work, laboratory experiments, genomics, and computational approaches. Weekly seminars, journal clubs, and workshops serve to promote interdisciplinary training and community among trainees and faculty and staff members. For more information, see the Research Centers and Institutes section of this catalog.

Institute of Molecular Biology

The Institute of Molecular Biology is an interdisciplinary research community dedicated to investigating biological questions at the molecular level, bringing together scientists from the biology, chemistry, and physics departments and providing them with state-of-the-art, shared facilities. Graduate students are admitted into academic departments and subsequently receive their degrees through those departments. They may, however, choose any faculty member as a dissertation advisor. For more information, see the Research Centers and Institutes section of this catalog.

Institute of Neuroscience

The Institute of Neuroscience comprises scientists from biology, psychology, and mathematics departments with research interests in cellular, developmental, systems, theoretical, and cognitive neuroscience. A coordinated graduate-degree program of instruction and research is available to students through the participating departments. For more information, see the Research Centers and Institutes section of this catalog.

Developmental Biology Program

The Developmental Biology Program prepares the next generation of developmental biologists. Its varied and collaborative efforts range from molecular and cellular mechanisms of development to developmental neuroscience, evolution and development, developmental networks and genomics, organogenesis, disease modeling, and regenerative biology. Labs use model organisms including yeast, Neurospora, nematode worms, fruit flies, zebrafish, and mice. Individualized research training toward a PhD degree within one of 21 laboratories is the core of the program. Participating labs include the Institute of Molecular Biology, Institute of Neuroscience, Institute of Ecology and Evolution, and Oregon Institute of Marine Biology. Requirements include core graduate-level developmental biology courses combined with quantitative biology and other supplementary courses tailored to each student’s specific interests. For more information, see the Research Centers and Institutes section of this catalog.

Oregon Institute of Marine Biology

The Oregon Institute of Marine Biology offers a full program of study and research for graduate students. Graduate courses are offered mainly during summer session and fall, winter, and spring terms, and research is conducted year round. The marine biology graduate program focuses on research in biological oceanography, trophic ecology, invertebrate zoology, larval ecology and evolution, the biology of intertidal organisms, deep-sea biology, and marine ecology. See also the Research Centers and Institutes (p. 904) section of this catalog.

Environmental Studies

The Environmental Studies Program offers interdisciplinary graduate study leading to a master of arts (MA) or master of science (MS) in environmental studies and an interdisciplinary doctor of philosophy (PhD) degree in environmental sciences, studies, and policy. Students choose courses offered in appropriate disciplines to design a program that meets individual goals. Students may choose to have biology as a focal area. Applications are submitted through the Environmental Studies Program. More information is available in the Environmental Studies section of this catalog.

Courses

BI 100. Temporary Group-Satisfying Course. 4 Credits.
BI 121. Introduction to Human Physiology. 4 Credits.
Study of body functions with emphasis on organs and systems. Cell function, genetics, nutrition, exercise; function of the gut, heart, vessels, glands, lungs, nerves, and muscles with practical applications. Lecture, laboratories.
BI 122. Introduction to Human Genetics. 4 Credits.
Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications. Lectures, discussions.
BI 123. Biology of Cancer. 4 Credits.
Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; biological basis of therapy. Lectures, laboratories.
BI 130. Introduction to Ecology. 4 Credits.
The concept of an ecosystem; organismal energetics; biogeochemical cycles; succession; population growth; species interactions, species diversity; implications for human ecosystems. Lectures, discussions.

BI 131. Introduction to Evolution. 4 Credits.
Darwinian evolution; human-caused evolution, natural selection, speciation, extinction, and human evolution. Lectures, discussions.

BI 132. Introduction to Animal Behavior. 4 Credits.
Animal behavior, its evolutionary origins, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior. Lectures, discussions.

BI 140. Science, Policy, and Biology. 4 Credits.
Explores the biology behind important topical issues such as stem cells, cloning, and genetically modified organisms. How policy decisions affect research in these areas. Lectures, discussions.

BI 150. The Ocean Planet. 4 Credits.
The diversity of marine life is introduced in the context of appreciating nature and using science in the solution of environmental problems. Lectures, discussions.

BI 160. From Brains to Intelligent Machines. 4 Credits.
Basic concepts on how brains and artificial systems process information. Analysis of the similarities, differences, and complementarity between these systems.

BI 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

BI 198. Laboratory Projects: [Topic]. 1-2 Credits.
Repeatable.

BI 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

BI 211. General Biology I: Cells. 4 Credits.
How cells carry out functions of living organisms; genetic basis of inheritance; how genes and proteins work. Lectures, laboratories-discussions. Prereq: C- or better or P in CH 111 or CH 113 or CH 114 or CH 221 or CH 224H.

BI 212. General Biology II: Organisms. 4 Credits.
How cells develop and interact within complex organisms. Comparative anatomy and physiology of plants and animals. Lectures, laboratories-discussions. Prereq: C- or better or P in BI 211.

BI 213. General Biology III: Populations. 4 Credits.
How organisms interact with their environments and with each other; ecology, evolution, and behavior. Lectures, laboratories-discussions. Prereq: C- or better or P in BI 211.

BI 214. General Biology IV: Mechanisms. 4 Credits.
Protein structure and function; metabolism; DNA structure, replication, mutation, and repair; gene mapping and complementation; and gene regulation. Lectures, laboratories. Prereq: C- or better or P in BI 212 and CH 223 or CH 226H.

BI 281H. Honors Biology I: Cells, Biochemistry and Physiology. 5 Credits.
Focuses on the cellular structures and chemical reactions that allow cells to grow, to transform energy, and to communicate. Lectures, laboratories. Sequence with BI 282H, BI 283H. Prereq: Math 111 with B- or better or minimum AP/IB mathematics score of 4/5 and CH 223 or CH 226H with B- or better.

BI 282H. Honors Biology II: Genetics and Molecular Biology. 5 Credits.
How living organisms store, replicate, and transmit their genetic information, and how this information directs the activities of the cell and organism. Lectures, laboratories. Sequence with BI 281H, BI 283H. Prereq: BI 281H with C- or better or P.

BI 283H. Honors Biology III: Evolution, Diversity and Ecology. 5 Credits.
The genetic basis and ecological context of evolutionary change leading to an examination of the generation and major patterns of biodiversity. Lectures, laboratories, field trips. Sequence with BI 281H, BI 282H. Prereq: BI 282H with grade of C- or better or P

BI 306. Pollination Biology. 4 Credits.
Ecology and evolution of pollination biology: coevolution, mutualism, animal foraging behavior, plant breeding systems, biodiversity, and conservation issues associated with endangered species and introduced species. Lectures, laboratories, field trips. Prereq: BI 213 or BI 283H.

BI 307. Forest Biology. 4 Credits.
Structure and function of forested ecosystems emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Lectures, laboratories, field trips. Prereq: BI 213 or BI 283H.

BI 309. Tropical Diseases in Africa. 4 Credits.
Biological and medical aspects of major infectious and parasitic diseases in Africa, including HIV/AIDS and malaria; socioeconomic issues in public health; case studies. Lectures, discussions. Prereq: BI 212 or BI 282H.

BI 320. Molecular Genetics. 4 Credits.
Molecular mechanisms regulating control of gene expression. Topics include chromosome structure, transcription and processing of RNA, control of transcription, translational control, and genetic rearrangement. Lectures, discussions. Prereq: BI 214 or BI 282H.

BI 322. Cell Biology. 4 Credits.
Eukaryotic cell nuclear structure and exchange, protein trafficking, endocytosis, chaperones, cytoskeletal functions, intercellular junctions, extracellular materials, signaling, cell division mechanics and controls, aging and death. Lectures, discussions. Prereq: BI 214 or BI 282H; CH 331 recommended.

BI 328. Developmental Biology. 4 Credits.
Topics include genetic regulation, nucleocytoplasmic interactions, organogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Lectures, laboratories. Prereq: BI 214 or BI 282H.

BI 330. Microbiology. 3 Credits.
Biology of bacteria: photosynthetic, heterotrophic, and others. Cell structure and function, metabolism including anaerobic and O2-producing photosynthesis, nitrogen fixation, species interactions, and role in major geochemical cycles. Lectures. Prereq: BI 214 or BI 282H.

BI 331. Microbiology Laboratory. 3 Credits.
Microbial diversity through laboratory projects involving enrichments, culture isolations, and partial characterizations. Two scheduled laboratories and one scheduled lecture per week; additional unscheduled time required. Laboratories. Prereq: BI 214 or BI 282H; pre- or coreq; BI 330.
BI 353. Sensory Physiology. 4 Credits.
Introduction to physiology of the senses: cellular physiology of peripheral receptors through the computational mechanisms that are ultimately related to perception. Lectures, discussions. Prereq: BI 214 or BI 282H.

BI 355. Vertebrate Evolution and Development. 4 Credits.
Comparisons of vertebrate organs and tissues with emphasis on evolutionary trends, development, and diversification. How origins of novel structures may arise by changes in regulatory gene activities. Lectures, laboratories. Prereq: BI 214 or BI 283H.

BI 356. Animal Physiology. 5 Credits.
Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals; comparison with those in other animals. Lectures, laboratories. Prereq: BI 214 or BI 281H.

BI 357. Marine Biology. 4 Credits.
Ecology and physiology of marine plants and animals. Comparisons of various marine habitats. Human influences on marine systems. Lectures, laboratories, field trips. Prereq: BI 213 or BI 283H. Not open to students who have credit for BI 458 or BI 474.

BI 358. Investigations in Medical Physiology. 4 Credits.
Human physiology with research and clinical medicine applications. Nervous system, addiction medicine, endocrinology, immunology, cardiology, digestion, nutrition, reproduction, infertility, pediatrics, and ophthalmology. Lectures, discussions, primary literature research. Human anatomy and physiology background preferred. Prereq: one from BI 214, BI 283H, HPHY 324.

BI 359. Plant Biology. 4 Credits.
A detailed introduction of the unique features of the biology of land plants, including ecology, physiology, developmental genetics, and evolutionary biology. Lectures, discussions. Prereq: BI 211; BI 212; BI 213 or BI 281H; BI 282H; BI 283H.

BI 360. Neurobiology. 4 Credits.
Function of the nervous system from the single neuron to complex neural networks. Topics range from molecular and cellular neurobiological mechanisms to systems and behavioral analyses. Lectures, discussions. Prereq: BI 214 or BI 282H.

BI 370. Ecology. 5 Credits.
Relationship of organisms to their environment in space and time. Factors controlling the distribution and abundance of organisms, introductions to community systems, and ecosystems. Required fieldwork. Lectures, laboratories, field trips. Prereq: BI 213 or BI 283H. Calculus or statistics recommended.

BI 372. Field Biology. 4 Credits.
Students learn to identify the plants and animals of Oregon, their adaptations and ecology. Lectures, laboratories, field trips. Offered alternate years. Junior or Senior standing preferred.

BI 374. Conservation Biology. 4 Credits.
Global patterns of biological diversity; major threats to biodiversity; application of ecology, evolution, genetics, and other areas to protect and maintain biodiversity. Lectures, discussions. Prereq: BI 213 or BI 283H.

BI 375. Biological Diversity. 4 Credits.
Patterns of global biological diversity in space and time; major systematic groups of organisms and their ecological roles; historical and human effects on biological diversity. Lectures, discussions. Prereq: BI 213 or BI 283H.

BI 380. Evolution. 4 Credits.
Origin and maintenance of genetic variability. Historical and geographic patterns of variation. Application of population genetics to understanding evolutionary processes; modes of speciation. Lectures, discussions. Prereq: college algebra and BI 213 or BI 283H.

BI 390. Animal Behavior. 4 Credits.
How and why animals behave, and how animal behavior is studied. Mechanisms of behavior, behavioral ecology, and sociobiology. Lectures, discussions. Prereq: BI 213 or BI 283H.

BI 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.

BI 401. Research: [Topic]. 1-16 Credits. Repeatable.

BI 402. Supervised College Teaching. 1-6 Credits. Repeatable for maximum of 9 credits.

BI 403. Thesis. 1-12 Credits. Repeatable.

BI 405. Reading and Conference: [Topic]. 1-16 Credits. Repeatable.

BI 406. Field Studies: [Topic]. 1-16 Credits. Repeatable.


BI 408. Laboratory Projects: [Topic]. 1-16 Credits. Special laboratory training in research methods. A fee may be charged for supplies and materials that become the property of the student.

BI 409. Practicum: [Topic]. 1-12 Credits. Repeatable.

BI 410. Experimental Course: [Topic]. 1-16 Credits. Repeatable. Prereq: BI 212 and BI 213 and BI 214 or BI 283H.

BI 420. Cellular Basis of Learning and Memory. 4 Credits. The history and current state of knowledge about the cellular and molecular mechanisms of learning and memory common to simple and complex animals. Lectures, discussions. Prereq: BI 320 or BI 322; BI 360.

BI 421. Advanced Molecular Genetics Research Laboratory. 5 Credits. Intensive multipart research project using fungus Neurospora; includes mutagenesis, genetic selection-screening, complementation testing, mapping, DNA purification, restriction analysis, polymerase chain reaction, Southern blotting. Five credits for BI 421, 4 credits for BI 521. Prereq: BI 320

BI 422. Protein Toxins in Cell Biology. 4 Credits. Mechanisms used by protein toxins to kill other organisms and how they have been used as molecular scalpels to dissect pathways in cell and neurobiology. Lectures, discussions. Prereq: BI 322, BI 356, or BI 360.
BI 423. Human Molecular Genetics. 4 Credits.
Advanced topics in genetics that relate to human development and disease. The human genome, sex determination, X chromosome inactivation, chromosomal abnormalities, trinucleotide repeat expansions, cancer. Lectures, discussions.
Prereq: BI 320.

BI 425. Advanced Molecular Biology Research Laboratory. 5 Credits.
Provides an intensive, structured research experience that incorporates molecular biology, genetics, and genomic methodologies. Lectures, laboratories.
Prereq: one from BI 320, BI 322, BI 328.

BI 426. Genetics of Cancer. 4 Credits.
Genetic regulation of cancer. Topics include oncogenes and tumor suppressor genes, signal transduction pathways, genetic animal models, and rationale treatment design. Lectures, discussions.
Prereq: BI 214 or BI 282H; one course from BI 320, BI 322.

BI 427. Molecular Genetics of Human Disease. 4 Credits.
Advanced discussions of heritable diseases from single-gene mutations such as cystic fibrosis to complex multigenetic diseases such as autism and schizophrenia. Lectures, discussions.
Prereq: BI 320.

BI 428. Developmental Genetics. 4 Credits.
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. Lectures, discussions.
Prereq: BI 320, BI 328.

BI 432. Mycology. 5 Credits.
Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Lectures, laboratories.
Prereq: BI 213 or BI 283H.

BI 433. Bacterial-Host Interactions. 4 Credits.
Examines spectrum of interactions between bacteria and animals, from pathogenesis to symbiosis, focusing on the molecular and cellular bases of these interactions. Lectures, discussions.
Prereq: BI 320 or BI 322 or BI 330.

BI 442. Systematic Botany. 5 Credits.
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. Lectures, laboratories, field trips.
Prereq: BI 213 or BI 283H.

BI 448. Field Botany. 4 Credits.
Intensive study of the regional flora; ecology and native uses; sight recognition of prominent species; field characteristics of principal plant families; identification using dichotomous keys. Lectures, field trips. Offered summer session only.
Prereq: BI 213 or BI 283H.

BI 451. Invertebrate Zoology. 1-8 Credits.
Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.
Prereq: BI 213 or BI 283H.

BI 454. Estuarine Biology. 5 Credits.
The biological and physical factors regulating abundance, distribution, production, and biodiversity within estuaries. Includes field trips to marshes, tidal flats and exploration of estuarine habitats. Offered at Oregon Institute of Marine Biology.
Prereq: BI 213 or BI 283H.

BI 455. Marine Birds and Mammals. 1-6 Credits.
Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Lectures, laboratory, field trips. Offered at Oregon Institute of Marine Biology.
Prereq: BI 213 or BI 283H.

BI 457. Marine Biology: [Topic]. 1-8 Credits.
Content varies. Topics include comparative embryology, environmental issues, biology of fishes, and other subjects related to marine biology. Lectures, laboratories, field trips. Repeatable when topic changes.
Offered at Oregon Institute of Marine Biology.
Prereq: BI 212 & BI 213 or BI 283H.

BI 458. Biological Oceanography. 5 Credits.
Examines patterns of biological productivity and controlling physical and chemical mechanisms in the various environments of the world's oceans. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.
Prereq: BI 213 or BI 283H.

BI 461. Systems Neuroscience. 4 Credits.
Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord. Functional implications of synaptic organization and pattern of projections, and comparative aspects. Lectures, discussions.
Prereq: BI 353 or BI 360 or equivalent.

BI 463. Cellular Neuroscience. 4 Credits.
Physiology of excitation, conduction, and synaptic transmission. Lectures, discussions.
Prereq: BI 360.

BI 464. Biological Clocks. 4 Credits.
Biological time keeping at ecological, evolutionary, behavioral, physiological, neurological, and molecular levels, with emphasis on daily and seasonal rhythmicity. Senior standing in Biology or Psychology required. Lectures, discussions.
Prereq: BI 320 or BI 322.

BI 466. Developmental Neurobiology. 4 Credits.
Mechanisms underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Lectures, discussions.
Prereq: BI 320, BI 328.

BI 468. Amphibians and Reptiles of Oregon. 4 Credits.
Field identification and understanding of ecology, biogeography, and evolution of the common herpetofauna of four major physiographic regions of Oregon. Conservation biology issues addressed. Lectures, field trips. Offered summer session only.
Prereq: one year of college biology or BI 213 or BI 283H.

BI 471. Population Ecology. 4 Credits.
Theoretical, experimental, and applied aspects of growth, structure, and regulation of natural populations; population estimation; demographic analysis; life-history theory. Lectures, discussions.
Prereq: MATH 247 or MATH 252; BI 370.
BI 472. Community Ecology. 4 Credits.

BI 474. Marine Ecology. 1-8 Credits.
Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Offered at Oregon Institute of Marine Biology. Prereq: BI 213 or BI 283H.

BI 476. Terrestrial Ecosystem Ecology. 4 Credits.
Flux of nutrients, carbon, water, and energy in the environment; interactions and consequences for organisms. Scale ranges from microbial to global. Lectures, discussions. Prereq: BI 370.

BI 484. Molecular Evolution. 4 Credits.
General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis. Prereq: BI 320 or BI 380.

BI 485. Techniques in Computational Neuroscience. 4 Credits.
Introduction to numerical techniques for modeling the nervous system from single neurons to neutral networks. Lectures, laboratories. Prereq: BI 360 or BI 461; MATH 247 or MATH 252 or higher.

BI 486. Population Genetics. 4 Credits.
Analysis of the genetic mechanisms of evolutionary change. Study of artificial and natural selection, mutation, migration, population structure, and genetic drift. Lectures, discussions. Prereq: BI 360 or BI 461; MATH 247 or MATH 252 or higher.

BI 488. Evolutionary Processes. 4 Credits.
Critical discussion of the ecological and evolutionary genetic processes associated with adaptation in natural populations; draws from topics in population, quantitative, and molecular genetics, molecular evolution, and statistics. Lectures, discussions. Prereq: BI 360 or BI 461; MATH 247 or MATH 252 or higher.

BI 493. Genomic Approaches and Analysis. 4 Credits.
Introduction to experimental methods and analytical techniques for studying biological questions on a genome-wide scale. Lectures, discussions. Prereq: BI 320.

BI 503. Thesis. 1-16 Credits.
Repeatable.

BI 507. Seminar: [Topic]. 1-2 Credits.
Repeatable.

BI 508. Laboratory Projects: [Topic]. 1-16 Credits.
Special laboratory training in research methods. A fee may be charged for supplies and materials that become the property of the student.

BI 510. Experimental Course: [Topic]. 1-16 Credits.
Repeatable.

BI 520. Cellular Basis of Learning and Memory. 4 Credits.
The history and current state of knowledge about the cellular and molecular mechanisms of learning and memory common to simple and complex animals. Lectures, discussions.

BI 521. Advanced Molecular Genetics Research Laboratory. 4 Credits.
Intensive multipart research project using fungus Neurospora; includes mutagenesis, genetic selection-screening, complementation testing, mapping, DNA purification, restriction analysis, polymerase chain reaction, Southern blotting. Five credits for BI 421, 4 credits for BI 521. Prereq: BI 320.

BI 522. Protein Toxins in Cell Biology. 4 Credits.
Mechanisms used by protein toxins to kill other organisms and how they have been used as molecular scalps to dissect pathways in cell and neurobiology. Lectures, discussions.

BI 523. Human Molecular Genetics. 4 Credits.
Advanced topics in genetics that relate to human development and disease. The human genome, sex determination, X chromosome inactivation, chromosomal abnormalities, trinucleotide repeat expansions, cancer. Lectures, discussions.

BI 525. Advanced Molecular Biology Research Laboratory. 4 Credits.
Provides an intensive, structured research experience that incorporates molecular biology, genetics, and genomic methodologies. Lectures, laboratories.

BI 526. Genetics of Cancer. 4 Credits.
Genetic regulation of cancer. Topics include oncogenes and tumor suppressor genes, signal transduction pathways, genetic animal models, and rationale treatment design. Lectures, discussions.

BI 527. Molecular Genetics of Human Disease. 4 Credits.
Advanced discussions of heritable diseases from single-gene mutations such as cystic fibrosis to complex multigenetic diseases such as autism and schizophrenia. Lectures, discussions.

BI 528. Developmental Genetics. 4 Credits.
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. Lectures, discussions.

BI 532. Mycology. 5 Credits.
Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Lectures, laboratories.

BI 533. Bacterial-Host Interactions. 4 Credits.
Examines spectrum of interactions between bacteria and animals, from pathogenesis to symbiosis, focusing on the molecular and cellular bases of these interactions. Lectures, discussions.

BI 542. Systematic Botany. 5 Credits.
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. Lectures, laboratories, field trips.

BI 548. Field Botany. 4 Credits.
Intensive study of the regional flora; ecology and native uses; sight recognition of prominent species; field characteristics of principal plant families; identification using dichotomous keys. Lectures, field trips. Offered summer session only.

BI 551. Invertebrate Zoology. 1-8 Credits.
Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.
BI 552. Insect Biology. 4 Credits.
Anatomy, physiology, systematics, and behavior of insects. Insect societies. Lectures, laboratories, field trips. Offered summer session only.

BI 554. Estuarine Biology. 5 Credits.
The biological and physical factors regulating abundance, distribution, production, and biodiversity within estuaries. Includes field trips to marshes, tidal flats and exploration of estuarine habitats. Offered at Oregon Institute of Marine Biology.

BI 555. Marine Birds and Mammals. 1-6 Credits.
Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Lectures, laboratory, field trips. Offered at Oregon Institute of Marine Biology.

BI 556. Marine Biology: [Topic]. 1-8 Credits.
Content varies. Topics include comparative embryology, environmental issues, biology of fishes, and other subjects related to marine biology. Lectures, laboratories, field trips. Repeatable when topic changes. Offered at Oregon Institute of Marine Biology.

BI 558. Biological Oceanography. 5 Credits.
Examines patterns of biological productivity and controlling physical and chemical mechanisms in the various environments of the world's oceans. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.

BI 559. Developmental Neurobiology. 4 Credits.
Mechanisms underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Lectures, discussions.

BI 560. Systems Neuroscience. 4 Credits.
Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord. Functional implications of synaptic organization and pattern of projections, and comparative aspects. Lectures, discussions.

BI 561. Cellular Neuroscience. 4 Credits.
Physiology of excitation, conduction, and synaptic transmission. Lectures, discussions.

BI 562. Biological Clocks. 4 Credits.
Biological time keeping at ecological, evolutionary, behavioral, physiological, neurological, and molecular levels, with emphasis on daily and seasonal rhythmicity. Lectures, discussions.

BI 563. Developmental Neurobiology. 4 Credits.
Mechanisms underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Lectures, discussions.

BI 564. Amphibians and Reptiles of Oregon. 4 Credits.
Field identification and understanding of ecology, biogeography, and evolution of the common herpetofauna of four major physiographic regions of Oregon. Conservation biology issues addressed. Lectures, field trips. Offered summer session only.

BI 567. Terrestrial Ecosystem Ecology. 4 Credits.
Factors that influence the distribution, abundance, and diversity of terrestrial species. Field emphasis on local intertidal and shallow-water communities. Offered at Oregon Institute of Marine Biology.

BI 568. Marine Ecology. 1-8 Credits.
Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Offered at Oregon Institute of Marine Biology.

BI 571. Population Ecology. 4 Credits.
Theoretical, experimental and applied aspects of growth, structure, and regulation of natural populations; population estimation; demographic analysis; life-history theory. Lectures, discussions.

BI 572. Community Ecology. 4 Credits.
Quantitative and conceptual approaches to the study of biological communities. Biodiversity measurement. Effect of climate and climate change on ecosystem structure and function. Lectures, discussions.

BI 574. Marine Ecology. 1-8 Credits.
Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Offered at Oregon Institute of Marine Biology.

BI 575. Terrestrial Ecosystem Ecology. 4 Credits.
Flux of nutrients, carbon, water, and energy in the environment; interactions and consequences for organisms. Scale ranges from microbial to global. Lectures, discussions.

BI 576. Marine Ecology. 1-8 Credits.
Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Offered at Oregon Institute of Marine Biology.

BI 577. Community Ecology. 4 Credits.
Quantitative and conceptual approaches to the study of biological communities. Biodiversity measurement. Effect of climate and climate change on ecosystem structure and function. Lectures, discussions.

BI 578. Evolutionary Processes. 4 Credits.
Critical discussion of the ecological and evolutionary genetic processes associated with adaptation in natural populations; draws from topics in population, quantitative, and molecular genetics, molecular evolution, and statistics.

BI 579. Genomic Approaches and Analysis. 4 Credits.
Introduction to experimental methods and analytical techniques for studying biological questions on a genome-wide scale. Lectures, discussions.

BI 600. Research: [Topic]. 1-16 Credits.
Repeatable.

BI 601. Supervised College Teaching. 1-5 Credits.
Repeatable.

BI 602. Seminar: [Topic]. 1-3 Credits.
Topics may include neurobiology, developmental biology, ecology, evolutionary biology, genetics, molecular biology, and neuroscience. Repeatable.

BI 603. Special Topics: [Topic]. 1-5 Credits.
Lecture course devoted to advanced topics that reflect instructor's research interests. Repeatable.

BI 604. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

BI 605. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

BI 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

BI 607. Seminar: [Topic]. 1-3 Credits.
Repeatable.

BI 608. Special Topics: [Topic]. 1-5 Credits.
Lecture course devoted to advanced topics that reflect instructor's research interests. Repeatable.

BI 609. Practicum: [Topic]. 1-3 Credits.
Repeatable.

BI 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

BI 611. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

BI 612. Molecular Genetics. 4 Credits.
Use of modern genetic techniques to analyze gene function. Illustrates the use of model organisms including yeast, worms, flies, and mice. Covers forward genetics (function-driven gene discovery) and reverse genetics.

BI 620. Molecular Genetics. 4 Credits.
An introduction to Unix shell, Python, and R programming skills for analysis of biological data sets, specifically focusing on high-throughput sequencing data. Series with BI 622, BI 623, BI 624.
BI 622. Genomics Techniques. 4 Credits.
Students will be introduced to various genomics laboratory techniques, as well as trained in oral and written scientific communication. Series with BI 621, BI 623, BI 624.

BI 623. Advanced Topics in Genomics Analysis. 4 Credits.
Exposure to a variety of topics in genomics analysis including phylogenetics, transcriptome assembly, transcript quantification, and microbial community analysis. Series with BI 621, BI 622, BI 624.

BI 624. Genomics Research Lab. 4 Credits.
Group research on high-throughput sequencing data. Series with BI 621, BI 622, BI 623.

Chemistry and Biochemistry

Andrew H. Marcus, Department Head
541-346-4601
541-346-4643 fax
91 Klamath Hall

The Department of Chemistry and Biochemistry offers bachelor of arts and bachelor of science degrees with majors in chemistry or biochemistry. The department enjoys a strong national reputation.

The curriculum in chemistry provides broad knowledge of the field as a part of the liberal education offered by the College of Arts and Sciences. Chemistry course work is a sound foundation for students interested in advanced work in chemistry or related sciences, particularly such fields as biochemistry, geochemistry, materials science, and molecular biology.

Faculty


James E. Hutchison, professor (organic, materials science); Lokey-Harrington Chair in the Department of Chemistry. BS, 1986, Oregon; PhD, 1991, Stanford. (1994)


David C. Johnson, professor (inorganic, materials science); Rosaria P. Haugland Foundation Chair in Pure and Applied Chemistry. BA, 1978, Rutgers; MS, 1980, PhD, 1983, Cornell. (1986)


Mark Lonergan, professor (physical, materials science); director, Materials Science Institute. BS, 1990, Oregon; PhD, 1994, Northwestern. (1996)


George V. Nazin, associate professor (physical). MS, 1999, Moscow Institute of Physics and Technology; PhD, 2007, California, Irvine. (2010)


James Prell, assistant professor (physical). BA, 2005, Washington (St. Louis); PhD, 2011, California, Berkeley. (2014)

Geraldine L. Richmond, professor (physical, materials science); Presidential Chair. BS, 1975, Kansas State; PhD, 1980, California, Berkeley. (1985)

Tom H. Stevens, Philip H. Knight Professor in Chemistry (inorganic, materials science). BA, 1974, MS, 1976, San Francisco State; PhD, 1980, California Institute of Technology. (1982)


David R. Tyler, Charles J. and M. Monteith Jacobs Professor in Chemistry (inorganic, materials science). BS, 1975, Purdue; PhD, 1979, California Institute of Technology. (1985)


Special Staff
John Hardwick, courtesy senior instructor and senior research associate (molecular physics). AB, 1966, Princeton; PhD, 1972, Georgia Institute of Technology. (1985)

Emeriti
Ralph J. Barnhard, senior instructor emeritus. BS, 1959, Otterbein; MS, 1965, Oregon. (1966)
Frederick W. Dahlquist, professor emeritus. BA, 1964, Wabash; PhD, 1969, California Institute of Technology. (1971)
O. Hayes Griffith, professor emeritus. AB, 1960, California, Riverside; PhD, 1964, California Institute of Technology. (1965)
John F. W. Keana, professor emeritus. BA, 1961, Kalamazoo; PhD, 1965, Stanford. (1965)
James W. Long, senior instructor emeritus. BS, 1965, Washington (Seattle); PhD, 1969, California, Berkeley. (1978)
Peter H. von Hippel, professor emeritus. BS, 1952, MS, 1953, PhD, 1955, Massachusetts Institute of Technology. (1967)

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

- Bachelor of Arts in Chemistry
- Bachelor of Arts in Biochemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Biochemistry
- Chemistry Minor
- Biochemistry Minor

Undergraduate Studies
One strength of the program is the opportunity undergraduates have to participate in the activities of a dynamic research group that considers problems extending well beyond textbook instruction. Major and nonmajor students alike can enjoy this experience of scientific inquiry. One to two years of preparatory course work typically precede the research experience. The department enrolls twenty to thirty undergraduate students each term in CH 401 Research: [Topic].

Preparation
The high school preparation of a prospective chemistry major should include chemistry, physics, and a minimum of three years of mathematics. Those interested in biochemistry would also profit from biology courses in high school.

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.

The department offers two general-chemistry sequences, both of which lead to organic chemistry, the second-year sequence in chemistry.

General Chemistry Sequence Options
CH 221–223  General Chemistry  12
CH 224H–226H  Honors General Chemistry  12

Each sequence covers the fundamentals of chemistry but uses a different approach and a textbook tailored to suit a student’s background in high school chemistry and mathematics.

Careers
Career opportunities for chemists are available in education, government, and industry (see the annual October issue of Chemical and Engineering News). A bachelor’s degree in chemistry provides a good background for advanced study in such fields as

- atmospheric science
- biochemistry
- biology
- environmental sciences
- forensic science
- geochemistry
- geological sciences
- pharmacy
- pharmacology
- physiology
- materials science
- medicine
- medicinal chemistry
- metallurgy
- molecular biology
- neuroscience
- oceanography

Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and financial analysis. The alumni newsletter, Chemistry News, has examples of careers UO majors have chosen. Follow the links on the department’s website.

Chemistry Major
The program described below is the recommended curriculum for chemistry majors. It includes courses in chemistry and related fields. Courses taken to satisfy major requirements must be passed with grades of C– or better. Variations in courses and order may be worked out in consultation with an advisor. Advisors can also provide lists of substitute courses and courses that are recommended but not required.

Students are encouraged to participate in CH 401 Research: [Topic].
Bachelor of Arts Degree Requirements in Chemistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>or CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>or CH 237–239</td>
<td>Advanced General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 341–343</td>
<td>Majors Track Organic Chemistry I-III</td>
<td>12</td>
</tr>
<tr>
<td>CH 337</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CH 348–349</td>
<td>Organic Chemistry Lab for Majors</td>
<td>8</td>
</tr>
<tr>
<td>CH 411–413</td>
<td>Physical Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 417–419</td>
<td>Physical Chemistry Laboratory</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Electives (see Advanced Electives table)</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>CH 429</td>
<td>Instrumental Analysis</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 79-82

Related Science Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>&amp; MATH 281</td>
<td>Introduction to Differential Equations and Several-Variable Calculus I</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>or PHYS 201–203</td>
<td>General Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory (three terms)</td>
<td>3-6</td>
</tr>
<tr>
<td>or PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 35-38

Advanced Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 401</td>
<td>Research: [Topic]</td>
<td></td>
</tr>
<tr>
<td>CH 420</td>
<td>Physical Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CH 421</td>
<td>Physical Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CH 431</td>
<td>Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 432</td>
<td>Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 433</td>
<td>Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 441</td>
<td>Quantum Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 442</td>
<td>Quantum Chemistry and Spectroscopy</td>
<td></td>
</tr>
<tr>
<td>CH 443</td>
<td>Quantum Chemistry and Spectroscopy</td>
<td></td>
</tr>
<tr>
<td>CH 444</td>
<td>Chemical Thermodynamics</td>
<td></td>
</tr>
<tr>
<td>CH 445</td>
<td>Statistical Mechanics</td>
<td></td>
</tr>
<tr>
<td>CH 446</td>
<td>Chemical Kinetics: [Topic]</td>
<td></td>
</tr>
<tr>
<td>CH 447</td>
<td>Computational Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 451</td>
<td>Advanced Organic-Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 452</td>
<td>Advanced Organic Chemistry—Stereoreaction</td>
<td></td>
</tr>
<tr>
<td>CH 454</td>
<td>Advanced Electrochemistry</td>
<td></td>
</tr>
<tr>
<td>CH 461</td>
<td>Biochemistry</td>
<td></td>
</tr>
</tbody>
</table>

CH 462 | Biochemistry                                     |
CH 463 | Biochemistry                                     |
CH 464 | RNA Biochemistry                                 |
CH 465 | Physical Biochemistry                            |
CH 466 |                                                         |
CH 467 | Biochemistry Laboratory                          |
GEOL 471 | Thermodynamic Geochemistry                       |
GEOL 472 | Aqueous-Mineral-Gas Equilibria                   |
GEOL 473 | Isotope Geochemistry                             |
PHYS 411–413 | Mechanics, Electricity, and Magnetism      |
PHYS 414–415 | Quantum Physics                                  |

Total Credits: 9-12

1 Other courses may be included with advisor approval.

Sample Program for Chemistry Majors

**First Year**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>or 221-223</td>
<td>General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>or 237-239</td>
<td>Advanced General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>Select one of the following: WR 121 &amp; WR 122</td>
<td>College Composition I</td>
<td>8</td>
</tr>
<tr>
<td>WR 121 &amp; WR 123</td>
<td>College Composition I</td>
<td>8</td>
</tr>
<tr>
<td>Electives (general-education, group-satisfying courses)</td>
<td>8-12</td>
<td></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 341–343</td>
<td>Majors Track Organic Chemistry I-III</td>
<td>12</td>
</tr>
<tr>
<td>CH 337</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CH 348</td>
<td>Organic Chemistry Laboratory for Majors</td>
<td>4</td>
</tr>
<tr>
<td>CH 349</td>
<td>Organic Chemistry Lab for Majors</td>
<td>4</td>
</tr>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>or 201–203</td>
<td>General Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 290 or 204-206</td>
<td>Foundations of Physics Laboratory</td>
<td>3-6</td>
</tr>
<tr>
<td>Electives (general-education, group-satisfying courses)</td>
<td>8-12</td>
<td></td>
</tr>
</tbody>
</table>

**Third Year**
Advanced electives (see above) and/or CH 401 Research: [Topic] 8-12

CH 411–413 Physical Chemistry 12
CH 417–419 Physical Chemistry Laboratory 12
Electives 8-12

Fourth Year Advanced electives (see above) and/or CH 401 Research: [Topic] 8-12

CH 429 Instrumental Analysis 5
Electives 18

Total Credits: 171-194

Bachelor of Science Degree Requirements in Chemistry

Code Title Credits
CH 224H–226H Honors General Chemistry 12
or CH 221–223 General Chemistry 12
CH 227–229 General Chemistry Laboratory 6
or CH 237–239 Advanced General Chemistry Laboratory 6
CH 341–343 Majors Track Organic Chemistry I-III 12
CH 337 Organic Chemistry Laboratory 3
CH 348–349 Organic Chemistry Lab for Majors 8
CH 411–413 Physical Chemistry 12
CH 417–419 Physical Chemistry Laboratory 12
Advanced Electives (see Advanced Electives table) 9-12
CH 429 Instrumental Analysis 5

Total Credits 79-82

Related Science Requirements

Code Title Credits
MATH 251–253 Calculus I-III 12
MATH 256 Introduction to Differential Equations and Several-Variable Calculus I 8
&MATH 281
PHYS 251–253 Foundations of Physics I 12
or PHYS 201–203 General Physics 12
PHYS 290 Foundations of Physics Laboratory (three terms) 3-6
or PHYS 204–206 Introductory Physics Laboratory 5

Total Credits 35-38

Advanced Electives

Code Title Credits
Advanced electives (e.g., three courses or 9 credits of research or one course and 6 credits of research) chosen from the following: 1 9-12
CH 401 Research: [Topic] 1

CH 420 Physical Organic Chemistry I
CH 421 Physical Organic Chemistry II
CH 431 Inorganic Chemistry
CH 432 Inorganic Chemistry
CH 433 Inorganic Chemistry
CH 441 Quantum Chemistry
CH 442 Quantum Chemistry and Spectroscopy
CH 443 Quantum Chemistry and Spectroscopy
CH 444 Chemical Thermodynamics
CH 445 Statistical Mechanics
CH 446 Chemical Kinetics: [Topic]
CH 447 Computational Chemistry
CH 451 Advanced Organic-Inorganic Chemistry
CH 452 Advanced Organic Chemistry—Stereochemistry and Reactions
CH 454 Advanced Electrochemistry
CH 461 Biochemistry
CH 462 Biochemistry
CH 463 Biochemistry
CH 464 RNA Biochemistry
CH 465 Physical Biochemistry
CH 466 Biochemistry Laboratory
GEOL 471 Thermodynamic Geochemistry
GEOL 472 Aqueous-Mineral-Gas Equilibria
GEOL 473 Isotope Geochemistry
PHYS 411–413 Mechanics, Electricity, and Magnetism
PHYS 414–415 Quantum Physics

Total Credits 9-12

1 Other courses may be included with advisor approval.

Sample Program for Chemistry Majors

First Year Credits
CH 224H–226H Honors General Chemistry 12
or 221-223
CH 227–229 or General Chemistry Laboratory 6
237-239
MATH 251–253 Calculus I-III 12
Select one of the following: 8
WR 121 College Composition I 8
& WR 122
WR 121 College Composition I 8
& WR 123
Electives (general-education, group-satisfying courses) 8-12

Second Year

CH 341–343 Majors Track Organic Chemistry I-III 12
Biochemistry Major

Many undergraduate students who are interested in advanced study using molecular approaches to biological problems (e.g., biochemistry, molecular biology, neurochemistry, physical biochemistry, or perhaps medical research) may want to include courses in biologically based subjects. For these students, the Department of Chemistry offers a biochemistry major.

Courses taken to satisfy major requirements must be passed with grades of C– or better. Variations in courses and order may be worked out in consultation with an advisor.

Students who plan to attend graduate school should include research in their advanced work. If chemical research is included as part of the advanced work, at least 6 credits of CH 401 Research: [Topic] must be completed. Students who plan to apply to medical schools should investigate the need for a physics laboratory course that is not included in this curriculum.

Bachelor of Arts Degree Requirements in Biochemistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>or CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

Related Science Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 201–203</td>
<td>General Physics</td>
<td>12</td>
</tr>
<tr>
<td>or PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>BI 281H–282H</td>
<td>Honors Biology I-II</td>
<td>10</td>
</tr>
<tr>
<td>BI 320</td>
<td>Molecular Genetics</td>
<td>4</td>
</tr>
</tbody>
</table>

Physical Laboratory Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td>3-8</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory (three terms)</td>
<td></td>
</tr>
<tr>
<td>CH 417</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 418</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 419</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Laboratory Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 401</td>
<td>Research: [Topic] (three terms)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 3-8

Advanced Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 413</td>
<td>Physical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 417</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 418</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 419</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 420</td>
<td>Physical Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CH 421</td>
<td>Physical Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CH 429</td>
<td>Instrumental Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 21-21
Sample Program for Biochemistry Majors

First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>or CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 227–229 or 237-239</td>
<td>General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>WR 121 &amp; WR 123</td>
<td>College Composition I</td>
<td>8</td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
</tbody>
</table>

Electives (general-education, group-satisfying courses)

Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 281H–282H</td>
<td>Honors Biology I-II</td>
<td>10</td>
</tr>
<tr>
<td>BI 320</td>
<td>Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>CH 341–343</td>
<td>Majors Track Organic Chemistry I-III</td>
<td>12</td>
</tr>
<tr>
<td>CH 337</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CH 348</td>
<td>Organic Chemistry Laboratory for Majors</td>
<td>4</td>
</tr>
<tr>
<td>Electives (general-education, group-satisfying courses)</td>
<td>8-12</td>
<td></td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 461–463</td>
<td>Biochemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 467</td>
<td>Biochemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201–203</td>
<td>General Physics</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>Electives (general-education and advanced chemistry-biology courses)</td>
<td>8-12</td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 411–412</td>
<td>Physical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CH 401</td>
<td>Research: [Topic] (or advanced laboratory)</td>
<td>4-6</td>
</tr>
<tr>
<td>Electives (general-education and advanced chemistry-biology courses)</td>
<td>21-28</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 162-183

Bachelor of Science Degree Requirements in Biochemistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>or CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 227–229 or 237-239</td>
<td>General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>or CH 237–239</td>
<td>Advanced General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 337</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CH 341–343</td>
<td>Majors Track Organic Chemistry I-III</td>
<td>12</td>
</tr>
<tr>
<td>CH 348</td>
<td>Organic Chemistry Laboratory for Majors</td>
<td>4</td>
</tr>
<tr>
<td>CH 411–412</td>
<td>Physical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CH 461–463</td>
<td>Biochemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 467</td>
<td>Biochemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Advanced electives (see Advanced Electives table below)</td>
<td>21-21</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 81-82
### Related Science Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 201–203</td>
<td>General Physics</td>
<td>12</td>
</tr>
<tr>
<td>or PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>BI 281H–282H</td>
<td>Honors Biology I-II</td>
<td>10</td>
</tr>
<tr>
<td>BI 320</td>
<td>Molecular Genetics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits:** 38

### Physical Laboratory Requirement

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td></td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory (three terms)</td>
<td></td>
</tr>
<tr>
<td>CH 417</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 418</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 419</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 3-8

### Advanced Laboratory Requirements

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any 400-level chemistry laboratory course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 401</td>
<td>Research: [Topic] (three terms)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 4-6

### Advanced Electives

Five approved 400-level courses in chemistry, biology, and physics. Students may use one approved 300-level biology course (BI 321, 322, 328, or 360) as one of the five advanced electives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 413</td>
<td>Physical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 417</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 418</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 419</td>
<td>Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 420</td>
<td>Physical Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CH 421</td>
<td>Physical Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CH 429</td>
<td>Instrumental Analysis</td>
<td></td>
</tr>
<tr>
<td>CH 431</td>
<td>Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 432</td>
<td>Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 433</td>
<td>Inorganic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 441</td>
<td>Quantum Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 442</td>
<td>Quantum Chemistry and Spectroscopy</td>
<td></td>
</tr>
<tr>
<td>CH 443</td>
<td>Quantum Chemistry and Spectroscopy</td>
<td></td>
</tr>
<tr>
<td>CH 444</td>
<td>Chemical Thermodynamics</td>
<td></td>
</tr>
<tr>
<td>CH 445</td>
<td>Statistical Mechanics</td>
<td></td>
</tr>
<tr>
<td>CH 446</td>
<td>Chemical Kinetics: [Topic]</td>
<td></td>
</tr>
<tr>
<td>CH 447</td>
<td>Computational Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 451</td>
<td>Advanced Organic-Inorganic Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Program for Biochemistry Majors

#### First Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>or 221-223</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>or 237-239</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; WR 123</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>(general-education, group-satisfying courses)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 20-21

1. Advisor approval and a written report are required for Research.
2. See advisor for complete list. Courses used to satisfy the physical and advanced laboratory requirements cannot also be used as an advanced elective.

#### Second Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 281H–282H</td>
<td>Honors Biology I-II</td>
<td>10</td>
</tr>
<tr>
<td>BI 320</td>
<td>Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>CH 341–343</td>
<td>Majors Track Organic Chemistry I-III</td>
<td>12</td>
</tr>
<tr>
<td>CH 337</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CH 348</td>
<td>Organic Chemistry Laboratory for Majors</td>
<td>4</td>
</tr>
</tbody>
</table>
Electives 8-12
( general-education, group-satisfying courses)

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 461–463</td>
<td>Biochemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 467</td>
<td>Biochemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201–203</td>
<td>General Physics</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>8-12</td>
<td></td>
</tr>
</tbody>
</table>
( general-education and advanced chemistry-biology courses)

**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 411–412</td>
<td>Physical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CH 401</td>
<td>Research: [Topic] (or advanced laboratory)</td>
<td>4-6</td>
</tr>
<tr>
<td>Electives</td>
<td>21-28</td>
<td></td>
</tr>
</tbody>
</table>
( general-education and advanced chemistry-biology courses)

**Total Credits:** 162-183

**Honors Program**
The criteria used for the selection of students who graduate with departmental honors in chemistry or biochemistry are as follows:

1. Grade point average (GPA) of at least 3.50 in all graded courses
2. Suitable accomplishment in undergraduate chemical or related research. Specifically, the student must pursue a research problem for one academic year or longer and be recommended as worthy of honors by the faculty supervisor. Positive accomplishment and publishable results are expected but not required
3. Endorsement for a major with honors by a member of the university faculty
4. Completion of all course requirements for the BS degree in chemistry. Waivers or substitutions allowed with the chemistry faculty’s approval

**Chemistry Minor**
A minor in chemistry may be designed from course work in general chemistry, including the laboratory sequence, and at least four additional upper-division courses. University requirements for the minor include a total of 24 credits in chemistry, 15 of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses for the minor must be completed with grades of C– or better. Credits earned in CH 407 Seminar: [Topic], CH 405 Reading and Conference: [Topic], and CH 409 Special Laboratory Problems may not be applied as required course work for the minor.

**Biochemistry Minor**

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 331</td>
<td>Organic Chemistry I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; CH 335</td>
<td>and Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CH 461</td>
<td>Biochemistry</td>
<td>8</td>
</tr>
<tr>
<td>&amp; CH 462</td>
<td>and Biochemistry</td>
<td></td>
</tr>
<tr>
<td>CH 463</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>or CH 467</td>
<td>Biochemistry Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 38

Other courses may be submitted for consideration and approval by the department. At least 12 credits for the biochemistry minor must be completed at the University of Oregon. All courses applied to the minor must be completed with grades of C– or better. Credits earned in CH 407 Seminar: [Topic], CH 405 Reading and Conference: [Topic], and CH 409 Special Laboratory Problems may not be applied to required course work for the biochemistry minor.

**Academic Minors for Chemistry Majors**
A carefully chosen minor can complement and enhance undergraduate study in chemistry. Following is a selection of academic minors that chemistry majors might want to consider:

- biology
- business administration
- computer and information science
- economics
- environmental studies
- geological sciences
- human physiology
- mathematics
- physics

**Kindergarten through Secondary Teaching Careers**
Students who complete the BA or BS degree with a major in chemistry or biochemistry are eligible to apply for the College of Education’s fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department’s K–12 education advisors, Catherine Page and Julie Haack; see also the College of Education section of this catalog.

**Four-Year Degree Plan**
The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Chemistry
- Biochemistry
# Bachelor of Arts in Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 221 or CH 224H</td>
<td>General Chemistry I or Honors General Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 227 or CH 237</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 222 or CH 225H</td>
<td>General Chemistry II or Honors General Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 228 or CH 226H</td>
<td>General Chemistry Laboratory or Honors General Chemistry Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>WR 123 or WR 122</td>
<td>College Composition III or College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 223 or CH 226H</td>
<td>General Chemistry III or Honors General Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 229 or CH 239</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 341</td>
<td>Majors Track Organic Chemistry I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 337</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 201 or PHYS 251</td>
<td>General Physics or Foundations of Physics I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 204 or PHYS 290</td>
<td>Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 342</td>
<td>Majors Track Organic Chemistry II</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 348</td>
<td>Organic Chemistry Laboratory or Majors</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 202 or PHYS 252</td>
<td>General Physics or Foundations of Physics I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 205 or PHYS 290</td>
<td>Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 343</td>
<td>Majors Track Organic Chemistry III</td>
<td>4</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
<tr>
<td>CH 349</td>
<td>Organic Chemistry Lab for Majors</td>
<td>4</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
<tr>
<td>PHYS 203 or PHYS 253</td>
<td>General Physics or Foundations of Physics I</td>
<td>4</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
<tr>
<td>PHYS 206 or PHYS 290</td>
<td>Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**: 18

**Total Credits**: 53

### Course

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CH 411 Physical Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
<tr>
<td></td>
<td>CH 417 Physical Chemistry Laboratory</td>
<td>4</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
<tr>
<td></td>
<td>MATH 256 Introduction to Differential Equations</td>
<td>4</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
<tr>
<td></td>
<td>First term of first-year second-language sequence (BA only)</td>
<td>5</td>
<td>Begin Foreign Language Requirement</td>
</tr>
</tbody>
</table>

**Credits**: 17

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 412</td>
<td>Physical Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
<tr>
<td>CH 418</td>
<td>Physical Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
</tbody>
</table>

**Credits**: 17

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 429</td>
<td>Instrumental Analysis</td>
<td>5</td>
<td>Course must be graded and passed with a C− or better</td>
</tr>
</tbody>
</table>

**Credits**: 17

**Total Credits**: 17
400-level course in chemistry, earth sciences, or physics
Approved elective course; must be graded and passed with a C– or better

Third term of second-year second-language sequence (BA only)

General education course in arts and letters
Apply for degree in DuckWeb by end of fourth week of spring term

Bachelor of Science in Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry I or Honors General Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>or CH 224H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 227</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>or CH 237</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II or Honors General Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>or CH 225H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 228</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>or CH 238</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 123</td>
<td>College Composition III or College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or WR 122</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 223</td>
<td>General Chemistry III or Honors General Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>or CH 226H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 229</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>or CH 239</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

General education course in arts and letters

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 341</td>
<td>Majors Track Organic Chemistry I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>or PHYS 251</td>
<td>General Physics or Foundations of Physics I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 337</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics or Foundations of Physics I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>or PHYS 290</td>
<td>Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 342</td>
<td>Majors Track Organic Chemistry II</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>or PHYS 290</td>
<td>Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 348</td>
<td>Organic Chemistry Laboratory for Majors</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

Credits

Total Credits 49

Total Credits 42

Total Credits 42

Total Credits 42

Total Credits 42

Total Credits 42

Total Credits 42

Total Credits 42

Total Credits 42
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 202 or PHYS 252 General Physics or Foundations of Physics I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 205 or PHYS 290 Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>MATH 253 Calculus III</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

### Credits

<table>
<thead>
<tr>
<th>Spring</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 343 Majors Track Organic Chemistry III</td>
<td>4</td>
</tr>
<tr>
<td>CH 349 Organic Chemistry Lab for Majors</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 203 or PHYS 253 General Physics or Foundations of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 206 or PHYS 290 Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
</tr>
</tbody>
</table>

| Credits                                                                 | 18      |

| Total Credits                                                           | 53      |

### Course Title

#### Third Year

### Credits

#### Fall

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 202 or PHYS 252 General Physics or Foundations of Physics I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 205 or PHYS 290 Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>MATH 253 Calculus III</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

### Credits

#### Winter

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 412 Physical Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 418 Physical Chemistry Laboratory</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>MATH 281 Several-Variable Calculus I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

### Credits

#### Spring

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 413 Physical Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 419 Physical Chemistry Laboratory</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 429 Instrumental Analysis</td>
<td>5</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

### Credits

#### Total Credits

| Total Credits                                                           | 49      |

### Course Title

#### Fourth Year

### Credits

#### Fall

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-level course in chemistry, earth sciences, or physics</td>
<td>4</td>
<td>Approved elective course; must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 401 Research: [Topic]</td>
<td>2</td>
<td>Advanced elective: 6 credits of undergraduate research; must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

### Credits

| General education course that also satisfies multicultural requirement | 4       |
| General education course in arts and letters                            | 4       |

| Credits                                                                 | 14      |
### Bachelor of Arts in Biochemistry

#### Course Title Credits Milestones

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>CH 221 or CH 224H</td>
<td>General Chemistry I or Honors General Chemistry</td>
</tr>
<tr>
<td>CH 227 or CH 237</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 222 or CH 225H</td>
<td>General Chemistry II or Honors General Chemistry</td>
</tr>
<tr>
<td>CH 228 or CH 238</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
</tr>
<tr>
<td>WR 123 or WR 122</td>
<td>College Composition III or College Composition II</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 223 or CH 226H</td>
<td>General Chemistry III or Honors General Chemistry</td>
</tr>
<tr>
<td>CH 229 or CH 239</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
</tr>
</tbody>
</table>

| Total Credits | 42 |

General education course that also satisfies multicultural requirement | 4
General education course in social science | 4
Elective | 4
Elective | 4
Apply for degree in DuckWeb by end of week 4, Spring Term | 4

---

**Credits**

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 222 or CH 225H</td>
<td>General Chemistry II or Honors General Chemistry</td>
</tr>
<tr>
<td>CH 228 or CH 238</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
</tr>
<tr>
<td>WR 123 or WR 122</td>
<td>College Composition III or College Composition II</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 223 or CH 226H</td>
<td>General Chemistry III or Honors General Chemistry</td>
</tr>
<tr>
<td>CH 229 or CH 239</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
</tr>
</tbody>
</table>

| Total Credits | 42 |

General education course in social science that also satisfies multicultural requirement | 4
Elective | 4
Apply for degree in DuckWeb by end of week 4, Spring Term | 4

---

**Credits**

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 222 or CH 225H</td>
<td>General Chemistry II or Honors General Chemistry</td>
</tr>
<tr>
<td>CH 228 or CH 238</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
</tr>
<tr>
<td>WR 123 or WR 122</td>
<td>College Composition III or College Composition II</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 223 or CH 226H</td>
<td>General Chemistry III or Honors General Chemistry</td>
</tr>
<tr>
<td>CH 229 or CH 239</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
</tr>
</tbody>
</table>

| Total Credits | 42 |

General education course in social science that also satisfies multicultural requirement | 4
Elective | 4
Apply for degree in DuckWeb by end of week 4, Spring Term | 4

---

**Credits**

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 222 or CH 225H</td>
<td>General Chemistry II or Honors General Chemistry</td>
</tr>
<tr>
<td>CH 228 or CH 238</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
</tr>
<tr>
<td>WR 123 or WR 122</td>
<td>College Composition III or College Composition II</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 223 or CH 226H</td>
<td>General Chemistry III or Honors General Chemistry</td>
</tr>
<tr>
<td>CH 229 or CH 239</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
</tr>
</tbody>
</table>

| Total Credits | 42 |

General education course in social science that also satisfies multicultural requirement | 4
Elective | 4
Apply for degree in DuckWeb by end of week 4, Spring Term | 4

---

**Credits**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 281H</td>
<td>Honors Biology I: Cells, Biochemistry and Physiology</td>
<td>5</td>
<td>Prereqs: B– or better in MATH 111 and CH 223 or 224H; course must be graded and passed with C– or better</td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 342</td>
<td>Majors Track Organic Chemistry II</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 348</td>
<td>Organic Chemistry Laboratory for Majors</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>BI 282H</td>
<td>Honors Biology II: Genetics and Molecular Biology</td>
<td>5</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 343</td>
<td>Majors Track Organic Chemistry III</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>BI 320</td>
<td>Molecular Genetics</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters that also satisfies multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 462</td>
<td>Biochemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 463</td>
<td>Biochemistry</td>
<td>4</td>
<td>Approved elective course; must be graded and passed with a C– or better</td>
</tr>
<tr>
<td></td>
<td>400-level course in chemistry or biology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 205</td>
<td>Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td></td>
<td>Second term of first-year second-language requirement (BA only)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

**Course Title**

- **Third Year**
  - **Fall**
    - CH 461: Biochemistry
    - CH 467: Biochemistry Laboratory
  - **Spring**
    - CH 463: Biochemistry
    - CH 467: Biochemistry Laboratory

**Credits**

- **Total Credits**
  - **Third Year Fall**
    - CH 461: 4
    - CH 467: 4
  - **Spring**
    - CH 463: 4
    - CH 467: 4
  - **Total Credits**
    - 49
### Bachelor of Science in Biochemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry I or Honors General Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 227</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td>Course must be graded and passed with a B– or better</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II or Honors General Chemistry</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 228</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WR 123</td>
<td>College Composition III or College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 223</td>
<td>General Chemistry III or Honors General Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a B– or better</td>
</tr>
<tr>
<td>CH 229</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 411</td>
<td>Physical Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 417</td>
<td>Physical Chemistry Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>400-level course in chemistry or biology</td>
<td>4</td>
<td>Approved elective course; must be graded and passed with a C– or better</td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language requirement (BA only)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 412</td>
<td>Physical Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>400-level courses in chemistry or biology</td>
<td>8</td>
<td>Approved elective course; must be graded and passed with a C– or better</td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language requirement (BA only)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>400-level course in chemistry or biology</td>
<td>4</td>
<td>Approved elective course; must be graded and passed with a C– or better</td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language requirement (BA only)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td>Apply for degree in DuckWeb by end of fourth week of spring term</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------</td>
<td>---------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Fall</td>
<td><strong>Majors Track</strong></td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 341</td>
<td>Organic Chemistry I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 337</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>BI 281H</td>
<td>Honors Biology I: Cells, Biochemistry and Physiology</td>
<td>5</td>
<td>Prereqs: B– or better in MATH 111 and CH 223 or 224H; course must be graded and passed with C– or better</td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>Winter</td>
<td><strong>Majors Track</strong></td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 342</td>
<td>Organic Chemistry II</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 348</td>
<td>Organic Chemistry Laboratory for Majors</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>BI 282H</td>
<td>Honors Biology II: Genetics and Molecular Biology</td>
<td>5</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>Spring</td>
<td><strong>Majors Track</strong></td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 343</td>
<td>Organic Chemistry III</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>BI 320</td>
<td>Molecular Genetics</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td><strong>Total Credits</strong></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td><strong>Biochemistry</strong></td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 461</td>
<td>Biochemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 467</td>
<td>Biochemistry Laboratory</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics or Foundations of Physics I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 204</td>
<td>Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>Credits</td>
<td><strong>Total Credits</strong></td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

| Winter  | **Biochemistry**          | 4       | Course must be graded and passed with a C– or better |
| CH 462  | Biochemistry              | 4       | Course must be graded and passed with a C– or better |
| PHYS 202 | General Physics or Foundations of Physics I | 4     | Course must be graded and passed with a C– or better |
| PHYS 205 | Introductory Physics Laboratory or Foundations of Physics Laboratory | 2     | Course must be graded and passed with a C– or better |
| Credits | **Total Credits**         | 14      |                             |

<p>| Spring  | <strong>Research: [Topic]</strong>     | 2       | Advanced lab requirement (one year undergraduate research with written report) |
| CH 401  | Research: [Topic]         | 2       | Advanced lab requirement (one year undergraduate research with written report) |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 463</td>
<td>Biochemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 203 or PHYS 253</td>
<td>General Physics or Foundations of Physics I</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>PHYS 206 or PHYS 290</td>
<td>Introductory Physics Laboratory or Foundations of Physics Laboratory</td>
<td>2</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
<tr>
<td>CH 401</td>
<td>Research: [Topic]</td>
<td>2</td>
<td>Advanced lab requirement (one year undergraduate research with written report)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td></td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

### Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 411</td>
<td>Physical Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 412</td>
<td>Physical Chemistry</td>
<td>4</td>
<td>Course must be graded and passed with a C– or better</td>
</tr>
</tbody>
</table>

### Graduate Studies

Graduate work in chemistry is a research-oriented PhD program with options in

- biochemistry and molecular biology
- biophysics
- bioorganic and medicinal chemistry
- environmental chemistry
- inorganic and organometallic chemistry
- materials chemistry
- optics and spectroscopy
- organic synthesis
- polymer chemistry
- physical chemistry
- solid-state chemistry
- statistical mechanics of liquids and complex fluids
- surfaces and interfaces
- theoretical chemical physics

Master of science (MS) and master of arts (MA) degrees are also offered.

A strength of the University of Oregon program is its interdisciplinary approach to research and teaching. Many important advances in chemistry occur at the junctions of classically defined divisions of science. Collaborative interaction between these divisions is fostered through interdisciplinary research institutes. Chemical scientists may be interested in the Institute of Molecular Biology, the Institute of Theoretical Science, the Materials Science Institute, the Oregon Center for Optics, and the programs in cell biology and in molecular synthesis, structure, and dynamics.

First-year students are offered financial assistance through graduate teaching fellowships (GTFs). Research assistantships are typically available for students with advanced standing. These research
appointments are funded through grants to the university by federal agencies and private (industrial) sources for support of the basic research programs in the department. Students are selected for these positions based on their interest in a particular research area and by mutual agreement of the student and the faculty member directing the work.

An illustrated publication, University of Oregon Doctoral Program in Chemistry, may be requested from the department. The booklet presents information about the program, facilities, financial support, faculty members and their individual research interests, housing, and the local environment. People who request the booklet also receive information about admission and application forms for admission and graduate teaching fellowships.

Biochemistry, Molecular Biology, Cell Biology

One of the most active areas of research is the study of the molecular bases of cell function, including synthesis of macromolecules, regulation of gene expression, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by close collaboration among biologists, chemists, and physicists. The interdisciplinary nature of these programs has been greatly strengthened by the Institute of Molecular Biology and the program in cell biology. Eight members of the chemistry department are affiliated with these programs. Entering graduate students are in an excellent position to take advantage of the molecular-oriented avenues to study biological problems.

Biophysical Chemistry

Biophysical chemistry provides close collaboration and educational interaction among faculty members and students. Research groups that are developing and applying physical methods work closely with molecular and cellular biologists, neurobiologists, biochemists, and synthetic organic chemists. Most of the research programs in biophysical chemistry are interdisciplinary.

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.

Materials Science

The discipline of materials science seeks to understand the structures, properties, and structure-property relationships of condensed phase materials. It is by nature interdisciplinary, combining expertise from the fields of chemistry, physics, geology, and molecular biology. Most areas of chemistry can make an important contribution to materials science in the synthesis and characterization of various materials. Here the word materials generally means bulk crystalline solids but also includes low-dimensional materials such as thin solid films or nanoscopic “wires” as well as amorphous solids and some aspects of liquids. Much of the excitement of the research in this area derives from the discovery and the improved understanding of new materials that have potential technological applications.

The Materials Science Institute was created to foster collaboration among the materials-oriented research groups at the University of Oregon. Members of the institute are active in the study of the structure, reactivity, and thermodynamics of materials in addition to the characterization of their electronic, magnetic, and optical properties. The chemistry and physics departments, dominant members of the institute, offer courses and seminars on the chemistry and physics of materials to foster the educational and research aspects of materials science. The list of active research topics includes the application of novel synthetic strategies toward the preparation of metastable phases (including the use of thin-film superlattice composites, sol-gel synthesis, self-assembly, and electron beam lithography), ultra-high vacuum surface science, laser-induced dynamics at surfaces, nonlinear optics of interfaces, characterization of electronic materials and devices, studies on the properties of amorphous and glassy materials, quantum size effects and fundamental limits of microelectronic devices, scanning force and scanning tunneling microscopy of modified surfaces and biological molecules, and electron transport across protein assemblies and biotechnological materials. Sharing of facilities and expertise among the various research groups is an important and valued aspect of the Materials Science Institute. Collaboration between institute members and industrial and national research laboratories is also an important dimension of the program. See also Materials Science Institute in the Research Institutes and Centers section of this catalog.

Organic, Bioorganic, Inorganic, Organometallic, and Materials Chemistry

The synthesis of new chemical substances and the study of their fundamental chemical and physical properties is at the heart of organic, bioorganic, organometallic, inorganic, and materials chemistry. Research and teaching in these traditionally distinct subareas is unified through a single, cohesive organic-inorganic area in the chemistry department.

Undergraduate students, graduate students, and postdoctoral researchers in organic-inorganic chemistry enjoy an especially broad education emphasizing the fundamental aspects of chemical synthesis, structural characterization, and mechanisms of chemical reactions and processes. Formal course work is organized around these interdisciplinary themes. Many research projects are interdisciplinary.

Weekly organic-inorganic seminars cover recent advances in organic, organometallic, inorganic, and materials research. Of foremost importance is the contiguous location of research laboratories. This proximity results in an open and active atmosphere that encourages spontaneous discussions of day-to-day research activities and problems, providing a chemical education unsurpassed by any textbook or formal course.

Organic-inorganic researchers have direct access to state-of-the-art instrumentation in the shared organic-inorganic instrumentation facility adjoining the research laboratories. Most faculty members in this area have varied research interests and expertise. Collaboration with researchers working in physics, materials science, biochemistry, and medicinal chemistry enhances the program.

Physical Chemistry

Physical chemistry focuses on understanding the physical basis of chemical phenomena. This goal is pursued through the concerted efforts of experimentalists and theorists. While experimentalists design and carry out laboratory investigations of chemical systems, theorists conceive and develop theoretical tools to explain and predict system properties. Ultimately, physical chemistry is about understanding the mysteries of chemical phenomena at a deep, fundamental level. The discipline draws from and contributes to many areas of chemistry, physics, biology, materials science, engineering, and mathematics.
At the University of Oregon, research in physical chemistry focuses on a variety of topics.

Experimental spectroscopy includes pulsed laser techniques to probe the molecular structure at wet interfaces; the development of new optical techniques to study the motions of intracellular species and macromolecules in liquids; and novel ultrafast, nonlinear spectroscopic methods to study the dynamics of excited states in molecules.

On the theoretical front, topics of interest include dynamics of highly excited molecules using quantum and semiclassical techniques, the development of a formal description of wave-packet interferometry, elucidation of molecular structure through theoretical studies of electronic potential energy surfaces, and theoretical statistical mechanics and simulation.

Much work at Oregon combines frontier experimental and theoretical approaches in tandem on particular topics. Theoretical and experimental studies in statistical mechanics concentrate on soft condensed matter and complex fluids. Another focus is quantum control using coherent and ultrafast laser pulses, pursued along both experimental and theoretical lines.

The physics of chemical systems at interfaces includes spectroscopic studies of organic, inorganic, and biomolecules at surfaces and interfaces as well as electrochemical and electrical investigations of charge transfer at molecular or nanoparticle-based semiconducting interfaces.

The research on semiconductor interfaces aims at identifying and controlling novel systems that enhance or mimic the behavior of conventional semiconductor interfaces.

### Industrial Internships for Master's Degrees in Chemistry

These internships, sponsored by the Materials Science Institute, are described in the Research Centers and Institutes (p. 904) section of this catalog. Information and application materials are available through the institute.

### Courses

- **CH 111. Introduction to Chemical Principles. 4 Credits.**
  Introduction to modern chemistry with emphasis on problem solving skills and critical thinking. Fundamental mathematical techniques and skills are incorporated to illustrate the quantitative aspects of chemistry. Prereq: MATH 095 or satisfactory placement test score; MATH 111 recommended.

- **CH 113. The Chemistry of Sustainability. 4 Credits.**
  Illustrates how chemistry provides innovative materials, processes, and consumer products that support sustainable solutions related to energy utilization, global warming and pollution prevention. Prereq: Math 095 or higher; high school chemistry.

- **CH 114. Green Product Design. 4 Credits.**
  Illustrates how green chemistry, product design, advertising, and sustainable business practices are used to design greener consumer products and accelerate their adoption in the market.

- **CH 196. Field Studies: [Topic]. 1-2 Credits.**
  Repeatable.

- **CH 198. Workshop: [Topic]. 1-2 Credits.**
  Repeatable.

- **CH 199. Special Studies: [Topic]. 1-5 Credits.**
  Repeatable.

- **CH 221. General Chemistry I. 4 Credits.**
  First term of the three-term university chemistry sequence: components of matter, quantitative relationships, atomic structure, thermochemistry, and major classes of chemical reactions of the elements. Lectures. Students cannot receive credit for both CH 221 and CH 224H. Prereq: high school chemistry; MATH 095 or satisfactory placement test score. Coreq: one from MATH 111, MATH 112. Concurrent CH 227 or CH 237 recommended.

- **CH 222. General Chemistry II. 4 Credits.**
  Second term of the three-term university chemistry sequence: molecular structure, chemical bonding, gases and kinetic molecular theory, intermolecular forces, solutions and kinetics. Lectures. Students cannot receive credit for both CH 222 and CH 225H. Prereq: CH 221 or CH 224H; pre- or coreq: MATH 112. Concurrent CH 228 or CH 238 recommended.

- **CH 223. General Chemistry III. 4 Credits.**
  Third term of the three-term university chemistry sequence: thermodynamics, equilibrium, electrochemistry, nuclear chemistry. Lectures. Students cannot receive credit for both CH 223 and CH 226H. Prereq: CH 222 or CH 225H and MATH 112. Concurrent CH 229 or CH 239 recommended.

- **CH 224H. Honors General Chemistry. 4 Credits.**
  First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical structure, reactions, stoichiometry, thermochemistry, and an introduction to quantum chemistry. Students cannot receive credit for both CH 221 and CH 224H. Prereq: high school chemistry; MATH 112 or equivalent; pre- or coreq: MATH 241 or 246 or 251 or 261. Concurrent CH 237 recommended.

- **CH 225H. Honors General Chemistry. 4 Credits.**
  First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical bonding, states of matter, solutions, kinetics, and nuclear chemistry. Students cannot receive credit for both CH 222 and CH 225H. Prereq: CH 221 or 224H; pre- or coreq: MATH 242 or 247 or 252 or 262. Concurrent CH 238 recommended.

- **CH 226H. Honors General Chemistry. 4 Credits.**
  First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical equilibrium, acid-base chemistry, thermodynamics, and electrochemistry. Students cannot receive credit for both CH 223 and CH 226H. Prereq: CH 222 or 225H; pre- or coreq: MATH 243 or 247 or 253 or 263. Concurrent CH 239 recommended.

- **CH 227. General Chemistry Laboratory. 2 Credits.**
  First term of the three-term laboratory sequence: basic laboratory skills, quantitative relationships, qualitative analysis, calorimetry. Pre- or coreq: CH 221 or 224H; MATH 111.

- **CH 228. General Chemistry Laboratory. 2 Credits.**
  Second term of the three-term laboratory sequence: graphical analysis, spectroscopy, spectrophotometry, gas laws, chromatography, kinetics. Prereq: CH 227 or 237; pre- or coreq: CH 222 or 225H; MATH 112.

- **CH 229. General Chemistry Laboratory. 2 Credits.**
  Third term of the three-term laboratory sequence: synthesis, equilibrium, acids and bases, volumetric analyses, electrochemistry, nuclear chemistry. Prereq: CH 228 or 238; pre- or coreq: CH 223 or 226H.
CH 237. Advanced General Chemistry Laboratory. 2 Credits.
First-year university laboratory course for students with a strong high school laboratory experience. Projects in analytical and inorganic chemistry emphasize the use of quantitative glassware, gravimetric and volumetric analysis, acid-base and precipitation reactions. Prereq: MATH 112; Pre- or coreq: CH 221 or 224H.

CH 238. Advanced General Chemistry Laboratory. 2 Credits.
Projects in inorganic and biochemistry with a focus on absorption spectroscopy, synthesis of coordination compounds, and measuring initial rates of reaction. Prereq: CH 227 or 237; pre- or coreq: CH 222 or 225H.

CH 239. Advanced General Chemistry Laboratory. 2 Credits.
Projects in biochemistry and inorganic chemistry involving enzymology, mechanisms of reactions, kinetics, and visible absorption spectroscopy. Prereq: CH 228 or 238; pre- or coreq: CH 223 or 226H.

CH 331. Organic Chemistry I. 4 Credits.
Structure, properties, and bonding of organic molecules. Prereq: CH 223 or 226H. Concurrent CH 337 recommended.

CH 335. Organic Chemistry II. 4 Credits.
Reactions and mechanisms of organic chemistry. Prereq: CH 331 or 341. Concurrent CH 338 recommended.

CH 336. Organic Chemistry III. 4 Credits.
Organic chemistry of biomolecules with a focus on chemical aspects. Prereq: CH 335 or 342. Concurrent CH 339 recommended.

CH 337. Organic Chemistry Laboratory. 3 Credits.
Principles and techniques of laboratory practice in organic chemistry. Prereq: CH 229 or 239; pre- or coreq: CH 331.

CH 338. Organic Chemistry Laboratory. 3 Credits.
Principles and techniques of laboratory practice in organic chemistry. Prereq: CH 331 or 341, 337; pre- or coreq: CH 335.

CH 341. Majors Track Organic Chemistry I. 4 Credits.
Structure, properties, and bonding of organic molecules. Provides a rigorous foundation appropriate for chemistry and biochemistry majors as they become chemical practitioners. Sequence with CH 342, 343. Prereq: CH 223 or CH 226H. Concurrent CH 337 recommended.

CH 342. Majors Track Organic Chemistry II. 4 Credits.
Focuses on mechanisms and reactions of common organic functional groups. Sequence with CH 341, 343. Prereq: CH 331 (with grade of B– or better) or CH 341. Concurrent CH 348 recommended.

CH 343. Majors Track Organic Chemistry III. 4 Credits.
Incorporates topics from the recent chemistry literature. Sequence with CH 341, 342. Prereq: CH 335 (with grade of B– or better) or CH 342. Concurrent CH 349 recommended.

CH 348. Organic Chemistry Laboratory for Majors. 4 Credits.
Problem solving in the organic chemistry laboratory. Sequence with CH 337, 349. Prereq: CH 337; CH 331 or 341; coreq: CH 342.

CH 349. Organic Chemistry Lab for Majors. 4 Credits.

CH 360. Physiological Biochemistry. 4 Credits.
For preprofessional health science students. Topics include protein structure and function, enzyme mechanisms, central metabolism and bioenergetics, integration and regulation of metabolism by hormone action. Students cannot receive credit for both CH 360 and 462. Prereq: CH 336 or 343; BI 214 or 282H recommended.

CH 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

CH 401. Research: [Topic]. 1-21 Credits.
Repeatable. Introduction to methods of chemical investigation. For advanced undergraduates by arrangement with individual faculty members.

CH 403. Thesis. 1-12 Credits.
Repeatable. Open to students eligible to work for a bachelor's degree with honors in chemistry or biochemistry. Prereq: Honors majors.

CH 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

CH 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

CH 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, 462, 463. No graduate credit.

CH 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CH 409. Special Laboratory Problems. 1-21 Credits.
Repeatable. Nonresearch-oriented laboratory instruction and off-campus research and laboratory experience.

CH 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CH 411. Physical Chemistry. 4 Credits.
Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to chemical thermodynamics. Prereq: two years of college chemistry (except for physics majors); PHYS 201, 202, 203; MATH 253; MATH 256, 281, 282 strongly recommended.

CH 412. Physical Chemistry. 4 Credits.
Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to statistical mechanics and rate processes. Prereq: two years of college chemistry (except for physics majors); CH 411; PHYS 201, 202, 203; MATH 253; MATH 256, 281, 282 strongly recommended.

CH 413. Physical Chemistry. 4 Credits.
Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to quantum chemistry. Prereq: two years of college chemistry (except for physics majors), PHYS 201, 202, 203; MATH 253; MATH 256, 281, 282 strongly recommended.

CH 417. Physical Chemistry Laboratory. 4 Credits.
Experiments in thermodynamics, modern electronic measurements, computer modeling, and data reduction. Pre or coreq: CH 411.

CH 418. Physical Chemistry Laboratory. 4 Credits.
Experiments in statistical mechanics, chemical kinetics, plasma chemistry, and mass spectrometry. Prerequisite CH 417; Pre or coreq: CH 412.
CH 419. Physical Chemistry Laboratory. 4 Credits.
Experiments molecular spectroscopy, quantum chemistry, and laser-
excited chemical and physical processes to illustrate theoretical
principles. Prereq: CH 417; pre or coreq: CH 413.

CH 420. Physical Organic Chemistry I. 4 Credits.
Modern physical organic chemistry including chemical bonding, acid-base
chemistry, thermochemistry, noncovalent interactions, and introduction to

CH 421. Physical Organic Chemistry II. 4 Credits.
Modern physical organic chemistry including tools to study reaction
mechanisms, kinetic analysis, isotope effects, and qualitative molecular
orbital theory. Sequence with CH 420/520. Prereq: CH 420/520.

CH 429. Instrumental Analysis. 5 Credits.
Use of instrumental methods for quantitative determinations of unknown
chemical samples. Prereq: CH 417.

CH 431. Inorganic Chemistry. 4 Credits.
Introduction to group theory for molecular symmetry; syntheses,
structures, reactions, and reaction mechanisms of coordination
complexes and organometallic complexes.

CH 432. Inorganic Chemistry. 4 Credits.
Bioinorganic chemistry: metals in biological systems; coordination
chemistry, reactions, spectroscopy, metalloclusters, and synthetic
modeling. Prereq: CH 431 recommended.

CH 433. Inorganic Chemistry. 4 Credits.
Solid-state inorganic chemistry: solid-state structure and its
determination; the electrical, magnetic, and mechanical properties of
materials and their physical description. Prereq: CH 431 recommended.

CH 441. Quantum Chemistry. 4 Credits.
The principles of time-independent quantum mechanics and their
application to model atomic and molecular systems. Prereq: CH 413 or equivalent.

CH 442. Quantum Chemistry and Spectroscopy. 4 Credits.
Molecular structure theory, perturbation theory, time-dependent quantum
mechanics, theory of spectra, selection rules. Prereq: CH 441 or equivalent.

CH 443. Quantum Chemistry and Spectroscopy. 4 Credits.
Experimental spectra of atomic and molecular systems and surfaces.
Prereq: CH 442 or equivalent.

CH 444. Chemical Thermodynamics. 4 Credits.
The laws of thermodynamics and their applications, including those to
nonideal chemical systems. Prereq: CH 413 or equivalent.

CH 445. Statistical Mechanics. 4 Credits.
Molecular basis of thermodynamics. Applications to the calculation of the
properties of noninteracting and weakly interacting systems. Prereq: CH 413 or equivalent.

CH 446. Chemical Kinetics: [Topic]. 4 Credits.
Repeatable. Description and interpretation of the time evolution of
chemical systems. Prereq: CH 413 or equivalent.

CH 447. Computational Chemistry. 4 Credits.
Introduction to modern computational methods used to understand the
properties of molecules. Prereq: CH 411, 412; or PHYS 353.

CH 451. Advanced Organic-Inorganic Chemistry. 4 Credits.
Principles of organic-inorganic reaction dynamics; kinetics and
mechanisms, linear free-energy relationships, isotope effects, substitution
reactions, dynamic behavior of reactive intermediates, electron transfer
chemistry. Prereq: CH 336 or equivalent.

CH 452. Advanced Organic Chemistry—Stereochemistry and
Reactions. 4 Credits.
Principles and applications of stereochemistry; reagents and reactions,
with mechanisms, used in contemporary organic synthesis; examples
taken from the current literature.

CH 454. Advanced Electrochemistry. 4 Credits.
Advanced topics in electrochemistry including fundamental concepts
(thermodynamics, kinetics, transport) and applications (analytical
techniques, electrolysis, batteries). Prereq: CH 411.

CH 461. Biochemistry. 4 Credits.
Structure and function of macromolecules. Exposure to calculus and
physical chemistry recommended. Prereq: CH 336 or 343.

CH 462. Biochemistry. 4 Credits.
Metabolism and metabolic control processes. Energy and sensory
transduction mechanisms. Prereq: CH 461.

CH 463. Biochemistry. 4 Credits.
Mechanisms and regulation of nucleic acid and protein biosynthesis.
Other current topics in biochemical genetics. Prereq: CH 461/561; or CH 360 with a grade of B- or better.

CH 464. RNA Biochemistry. 4 Credits.
Introduction to the diverse field of RNA biochemistry.
Prereq: CH 463 or BI 320.

CH 465. Physical Biochemistry. 4 Credits.
Physical chemical properties of biological macromolecules; forces and
interactions to establish and maintain macromolecular conformations;
physical bases of spectroscopic, hydrodynamic, and rapid-reaction
investigative techniques. Offered alternate years. Prereq: CH 461.

CH 467. Computational Chemistry. 4 Credits.
Introduction to modern computational methods used to understand the
properties of molecules. Prereq: CH 411, 412; or PHYS 353.

CH 451. Advanced Organic-Inorganic Chemistry. 4 Credits.
Principles of organic-inorganic reaction dynamics; kinetics and
mechanisms, linear free-energy relationships, isotope effects, substitution
reactions, dynamic behavior of reactive intermediates, electron transfer
chemistry. Prereq: CH 336 or equivalent.

CH 452. Advanced Organic Chemistry—Stereochemistry and
Reactions. 4 Credits.
Principles and applications of stereochemistry; reagents and reactions,
with mechanisms, used in contemporary organic synthesis; examples
taken from the current literature.

CH 454. Advanced Electrochemistry. 4 Credits.
Advanced topics in electrochemistry including fundamental concepts
(thermodynamics, kinetics, transport) and applications (analytical
techniques, electrolysis, batteries). Prereq: CH 411.

CH 461. Biochemistry. 4 Credits.
Structure and function of macromolecules. Exposure to calculus and
physical chemistry recommended. Prereq: CH 336 or 343.

CH 462. Biochemistry. 4 Credits.
Metabolism and metabolic control processes. Energy and sensory
transduction mechanisms. Prereq: CH 461.

CH 463. Biochemistry. 4 Credits.
Mechanisms and regulation of nucleic acid and protein biosynthesis.
Other current topics in biochemical genetics. Prereq: CH 461/561; or CH 360 with a grade of B- or better.

CH 464. RNA Biochemistry. 4 Credits.
Introduction to the diverse field of RNA biochemistry.
Prereq: CH 463 or BI 320.

CH 465. Physical Biochemistry. 4 Credits.
Physical chemical properties of biological macromolecules; forces and
interactions to establish and maintain macromolecular conformations;
physical bases of spectroscopic, hydrodynamic, and rapid-reaction
investigative techniques. Offered alternate years. Prereq: CH 461.

CH 467. Computational Chemistry. 4 Credits.
Introduction to modern computational methods used to understand the
properties of molecules. Prereq: CH 411, 412; or PHYS 353.
CH 512. Physical Chemistry. 4 Credits.
Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to statistical mechanics and rate processes.

CH 513. Physical Chemistry. 4 Credits.
Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to quantum chemistry.

CH 517. Physical Chemistry Laboratory. 4 Credits.
Experiments in thermodynamics, modern electronic measurements, computer modeling, and data reduction. Pre- or coreq: CH 411/511.

CH 518. Physical Chemistry Laboratory. 4 Credits.
Experiments in statistical mechanics, chemical kinetics, plasma chemistry, and mass spectrometry. Pre or coreq: CH 412/512.

CH 519. Physical Chemistry Laboratory. 4 Credits.
Experiments in molecular spectroscopy, quantum chemistry, and laser-excited chemical and physical processes to illustrate theoretical principles. Pre or coreq: CH 413/513.

CH 520. Physical Organic Chemistry I. 4 Credits.
Modern physical organic chemistry including chemical bonding, acid-base chemistry, thermochemistry, noncovalent interactions, and introduction to computational chemistry. Sequence with CH 421/521.

CH 521. Physical Organic Chemistry II. 4 Credits.
Modern physical organic chemistry including tools to study reaction mechanisms, kinetic analysis, isotope effects, and qualitative molecular orbital theory. Sequence with CH 420/520. Prereq: CH 420/520.

CH 531. Inorganic Chemistry. 4 Credits.
Introduction to group theory for molecular symmetry; syntheses, structures, reactions, and reaction mechanisms of coordination complexes and organometallic complexes.

CH 532. Inorganic Chemistry. 4 Credits.
Bioinorganic chemistry: metals in biological systems; coordination chemistry, reactions, spectroscopy, metalloclusters, and synthetic modeling. Prereq: CH 531 recommended.

CH 533. Inorganic Chemistry. 4 Credits.
Solid-state inorganic chemistry: solid-state structure and its determination; the electrical, magnetic, and mechanical properties of materials and their physical description. Prereq: CH 531 recommended.

CH 541. Quantum Chemistry. 4 Credits.
The principles of time-independent quantum mechanics and their application to model atomic and molecular systems. Prereq: CH 4/513 or equivalent.

CH 542. Quantum Chemistry and Spectroscopy. 4 Credits.
Molecular structure theory, perturbation theory, time-dependent quantum mechanics, theory of spectra, selection rules. Prereq: CH 4/541 or equivalent.

CH 543. Quantum Chemistry and Spectroscopy. 4 Credits.
Experimental spectra of atomic and molecular systems and surfaces. Prereq: CH 4/542 or equivalent.

CH 544. Chemical Thermodynamics. 4 Credits.
The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prereq: CH 4/513 or equivalent.

CH 545. Statistical Mechanics. 4 Credits.
Molecular basis of thermodynamics. Applications to the calculation of the properties of noninteracting and weakly interacting systems. Prereq: CH 413/513 or equivalent.

CH 546. Chemical Kinetics: [Topic]. 4 Credits.
Repeatable. Description and interpretation of the time evolution of chemical systems. Prereq: CH 4/513 or equivalent.

CH 547. Computational Chemistry. 4 Credits.
Introduction to modern computational methods used to understand the properties of molecules.

CH 551. Advanced Organic-Inorganic Chemistry. 4 Credits.
Principles of organic-inorganic reaction dynamics; kinetics and mechanisms, linear free-energy relationships, isotope effects, substitution reactions, dynamic behavior of reactive intermediates, electron transfer chemistry. Prereq: CH 336 or equivalent.

CH 552. Advanced Organic Chemistry—Stereochemistry and Reactions. 4 Credits.
Principles and applications of stereochemistry; reagents and reactions, with mechanisms, used in contemporary organic synthesis; examples taken from the current literature.

CH 554. Advanced Electrochemistry. 4 Credits.
Advanced topics in electrochemistry including fundamental concepts (thermodynamics, kinetics, transport) and applications (analytical techniques, electrolysis, batteries).

CH 561. Biochemistry. 4 Credits.
Structure and function of macromolecules.

CH 562. Biochemistry. 4 Credits.

CH 563. Biochemistry. 4 Credits.
Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemical genetics. Prereq: CH 461/561.

CH 564. RNA Biochemistry. 4 Credits.
Introduction to the diverse field of RNA biochemistry.

CH 565. Physical Biochemistry. 4 Credits.
Physical chemical properties of biological macromolecules; forces and interactions to establish and maintain macromolecular conformations; physical bases of spectroscopic, hydrodynamic, and rapid-reaction investigative techniques. Offered alternate years.

CH 567. Biochemistry Laboratory. 4 Credits.
Methods of modern molecular biology and protein purification.

CH 601. Research: [Topic]. 1-16 Credits.
Repeatable.

CH 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

CH 603. Dissertation. 1-16 Credits.
Repeatable.
CH 605. Reading and Conference: [Topic]. 1-16 Credits. Repeatable.

CH 606. Field Studies: [Topic]. 1-16 Credits. Repeatable.

CH 607. Seminar: [Topic]. 1-5 Credits. Repeatable. Seminars offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

CH 608. Workshop: [Topic]. 1-16 Credits. Repeatable.

CH 609. Terminal Project. 1-16 Credits. Repeatable.

CH 610. Experimental Course: [Topic]. 1-5 Credits. Repeatable.

CH 613. Organic Chemistry: [Topic]. 1-4 Credits. Repeatable. Topics include bioorganic and bioinorganic chemistry, computational chemistry, green chemistry, medicinal chemistry, natural products, organometallic chemistry, polymers, catalysis, molecular motors, and spectroscopic methods for structure determination. Repeatable when topic changes.


CH 624. Physical Chemistry Journal Club. 1 Credit. Repeatable. Preparation and delivery of colloquium-style lectures in physical chemistry based on papers from the literature. Repeatable for maximum of 12 credits.

CH 662. Advanced Biochemistry. 4 Credits. Detailed consideration of enzyme mechanisms, macromolecular structure, protein-nucleic acid interactions, and selected aspects of biological synthesis.


CH 668. Physical Chemistry of Polymers and Coatings. 4 Credits. Statistical and thermodynamic models for the equilibrium configuration, conformation, structure, mechanical properties, and phase transitions of polymer solutions, dense melts, liquid crystals.

CH 669. Polymer Synthesis and Characterization Laboratory. 4 Credits. Preparation and physical characterization of polymers; emphasis on polymers of commercial interest.

CH 670. Industrial Polymer Projects Laboratory. 4 Credits. Polymer industry–focused projects with emphasis on formulation and optimization of adhesives, coatings, thermoplastics, thermosets, drug delivery systems, biopolymers, personal care products. Prereq: CH 667, CH 668, CH 669.

CH 677M. Semiconductor Device Physics. 4 Credits. Introduction to the theory behind semiconductors. Elementary theory of inorganic solids: electronic structures and transport properties. Basic theory of devices including diodes, transistors, mosfets, and optoelectronic devices. Offered only in summer. Sequence with PHYS 679M, PHYS 679M. Multilisted with PHYS 677M.

CH 678M. Semiconductor Processing and Characterization Technology. 4 Credits. Introduction to the techniques required to make semiconductors and test their properties. Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices. Offered only in summer. Multilisted with PHYS 678M. Prereq: CH 677M.

CH 679M. Device Processing and Characterization Laboratory. 4 Credits. Students use theory and techniques learned to design, fabricate, and test a device that performs a specific function, with an emphasis on wafer processing and device realization. Offered only in summer. Sequence with CH 677M, CH 678M. Multilisted with PHYS 679M. Prereq: CH 678M.

CH 680. Electronics and Vacuum Systems. 4 Credits. Introduction to modern electronic components, circuits, basic vacuum theory, vacuum failure modes, measurement systems, and troubleshooting.

CH 681. Introduction to Electron Microscopy. 4 Credits. Introduction to theory and best practices for applying scanning electron (SEM) and transmission electron microscopy (TEM) in materials science.

CH 682. Electron Microprobe Analysis. 4 Credits. Introduction to the theory and operation of instrumentation for electron microprobe analysis (EPMA) in materials science and geochemistry.

CH 683. Surface Analysis. 4 Credits. Introduction to theory and best practices for surface analysis techniques (XPS and ToF-SIMS), with focus on applications for materials science.

Cinema Studies

Michael G. Aronson, Department Head
541-346-8104
541-346-8144 fax
201 McKenzie Hall
6223 University of Oregon
Eugene, Oregon 97403-6223
cinema@uoregon.edu

The cinema studies major blends a film- and media-focused liberal arts education with creative work in digital filmmaking. Because cinema is inherently multidisciplinary, courses for the major span the College of Arts and Sciences, the College of Design, and the School of Journalism and Communication, and include a diverse array of courses in the history, theory, and aesthetics of cinema as well as in digital production. This collaboration is unique to Oregon: cinema studies majors take their courses across three different schools rather than from one department or program within one school, learning to understand the medium from a variety of disciplinary angles and perspectives.

The bachelor of arts in cinema studies provides its graduates with a sound foundation for entering their chosen professions or continuing their education in graduate school. It also gives them the critical and analytic skills to adapt to the changes that are likely to occur in their professions throughout their lifetimes.

Students in the major are encouraged to study overseas in programs that immerse them in different cultures and languages, including the program's own summer program in Dublin, Ireland, at the National Film School of Ireland, housed in the Dún Laoghaire Institute of Art, Design, and Technology. Students are also encouraged to work with
the program's staff to seek internships in their chosen areas of potential career interest and expertise.

**Faculty**

Michael G. Aronson, associate professor; department head. See English.


Kevin May, instructor (cinema); multimedia assistant. BA, 2006, MEd, 2010, Oregon (2016)


Priscilla P. Ovalle, associate professor; associate director, Cinema Studies Program. See English.


Andre Sirois, instructor (cinema); multimedia supervisor. BA, 2002, Central Connecticut State; MA, 2005, Maine; PhD, 2011, Oregon. (2012)


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

**Participating Faculty**

Michael Allan, comparative literature

Peter Alilunas, journalism and communication

Sangita Gopal, English

Erin Hanna, journalism and communication

Dong Hoon Kim, East Asian languages and literatures

Gabriela Martinez, journalism and communication

Daniel L. Miller, journalism and communication

Biswarup “Bish” Sen, journalism and communication

Janet Wasko, journalism and communication

**Affiliated Faculty**

Kenneth S. Calhoun, comparative literature

Richard Herskowitz, art

Kate Mondloch, history of art and architecture

Elizabeth M. Peterson, library

Stephen Rust, English

Rick Silva, art

---

**Undergraduate Studies**

The bachelor of arts in cinema studies consists of 56 credits divided among four categories: fundamentals, production, core courses, and electives. The major includes the option of graduating with honors. A bachelor of science degree is not offered.

Courses in the major must be taken for a letter grade, and students must earn a grade of mid-C or better for credit toward the major. At least 28 credits must be taken in residence at the University of Oregon.

**Bachelor of Arts Degree Requirements**

**Fundamentals Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Media Aesthetics</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 265</td>
<td>History of the Motion Picture</td>
<td>8</td>
</tr>
<tr>
<td>ENG 266</td>
<td>History of the Motion Picture</td>
<td></td>
</tr>
<tr>
<td>ENG 267</td>
<td>History of the Motion Picture</td>
<td></td>
</tr>
</tbody>
</table>

**Production Courses**

Select one of the following Production A courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 208</td>
<td>Introduction to Documentary Production</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 256</td>
<td>Introduction to Production</td>
<td></td>
</tr>
<tr>
<td>CINE 270</td>
<td>Introduction to Narrative Cinema Production</td>
<td></td>
</tr>
</tbody>
</table>

For a list of courses that satisfy Production B requirements (one is required), review the term course lists at cinema.uoregon.edu/term-course-lists.

**Core Courses**

For a list of courses that satisfy core requirements, review the course lists at cinema.uoregon.edu/term-course-lists. A total of six core courses, at least one from each category, is required.

**Electives**

For a list of courses that satisfy elective requirements, review the course lists at cinema.uoregon.edu/term-course-lists. Two electives are required and may include additional production and core courses.

**Total Credits**

56

1 Fundamentals courses (16 credits) introduce majors to three central approaches to cinema studies: historical, social-institutional, and aesthetic. These must be completed before entry into production courses.

- Students must complete Media and Society (J 201), Media Aesthetics (ENG 260), and two of the three courses in the history sequence (History of the Motion Picture (ENG 265), History of the Motion Picture (ENG 266), History of the Motion Picture (ENG 267)), which may be taken in any order. Completion of all fundamentals courses is required before taking any production courses.
Production courses (8 credits: 4 from Production A and 4 from Production B) give majors a chance to learn the essentials of media production.

- After completing the fundamentals requirements, students may enroll in a Production A course [Introduction to Production (ARTD 256), Introduction to Narrative Cinema Production (CINE 270), or Introduction to Documentary Production (J 208)].
- After successful completion of a Production A course, students are eligible to register for Production B courses (various topics in production; please see term course list (http://cinema.uoregon.edu/term-course-lists) for offerings).

Core courses (24 credits) strengthen students’ understanding of cinema as a dynamic, multicultural, and transnational phenomenon. Please see term course list (http://cinema.uoregon.edu/term-course-lists) for offerings.

- Students must complete six core courses, with at least one from each subcategory: Core A (institutions); Core B (theory and criticism); and Core C (national, regional, and transnational cinema).
- For students who declared the cinema studies major in fall 2013 or later: two courses in the core with the CINE subject code (8 credits out of the required 24) are required.

Electives (8 credits) allow students to broaden their exposure to cinema and media studies. These courses are not focused exclusively on cinema but instead study it in relation to other modes of inquiry, including (but not limited to) Asian studies, comparative literature, ethnic studies, folklore, philosophy, journalism, literary studies, music, Romance languages, and women’s, gender, and sexuality studies).

A wide variety of elective courses from a range of departments and programs are available. Additional fundamentals, production, and core courses may also count as elective courses.

Honors

Students receive program honors at graduation if they have a final cumulative GPA of at least 3.75 in cinema studies course work.

Please contact Veratta Pegram-Floyd, assistant director of student services, with any questions: cineadvising@uoregon.edu.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Cinema Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 265</td>
<td>History of the Motion Picture</td>
<td>4</td>
<td>Start of arts and letters group classes; two arts and letters classes must share prefix</td>
</tr>
</tbody>
</table>

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>Second term of first-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
</tr>
</tbody>
</table>

General education science group-satisfying course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 266</td>
<td>History of the Motion Picture</td>
<td>4</td>
</tr>
</tbody>
</table>

CINE Cinema Histories Fundamentals complete

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Third term of first-year second-language sequence</td>
<td>4</td>
</tr>
</tbody>
</table>

General education social science group-satisfying course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 260</td>
<td>Media Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits

48

Second Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td>Multicultural course in American cultures or international cultures</td>
<td>Start of multicultural requirement</td>
<td>4</td>
</tr>
<tr>
<td>General education science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CINE Production A course</td>
<td>CINE Production A complete</td>
<td>4</td>
</tr>
</tbody>
</table>

Credits

16

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
</tr>
</tbody>
</table>

General education social science group-satisfying course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
### Multicultural course in American cultures or international cultures

Multicultural requirement complete

| Credits | 4 |

### CINE Core

Six Cores required; one each from A, B, or C; two must be CINE prefix

| Credits | 4 |

### Course Title Credits Milestones

#### Third Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division elective course</td>
<td>CINE Core requirement complete</td>
<td>4</td>
<td>CINE internship encouraged this term (or in summer)</td>
</tr>
</tbody>
</table>

| Total Credits | 16 |

**Winter**

Upper-division CINE core course

| Credits | 4 |

#### Spring

Upper-division elective course with CINE subject code

| Credits | 4 |

### Course Title Credits Milestones

#### Fourth Year

**Fall**

Upper-division courses

| Credits | 8 |

CINE Production or elective

| Credits | 4 |

Upper-division CINE core course

| Credits | 4 |

**Winter**

Upper-division courses

| Credits | 12 |

Upper-division CINE core course

| Credits | 4 |

#### Spring

Upper-division courses

| Credits | 8 |

Upper-division CINE core course

| Credits | 4 |

### Certificate in Film Studies

The certificate in film studies requires 36 credits in courses chosen from four groups:

1. Introduction to film studies
2. Aesthetics, theory, and methods of film studies
3. Film and society
4. Electives

#### Introduction to Film Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 265–266</td>
<td>History of the Motion Picture &amp; Media Aesthetics</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Aesthetics, Theory, and Methods of Film Studies

At least one course from English, music, journalism and communication, or other schools or departments on media production and industries, film history, music, genres, and other topics emphasizing the aesthetic aspects of film. Visit the Cinema Studies Program online term lists for the most effective options, especially core A and core B courses.

#### Film and Society
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.

The field of classics embraces Greek and Roman culture from the prehistoric to the medieval periods. The department offers bachelor of arts and master of arts degrees in classics, and minors in classical civilization, Greek, and Latin.

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 language and in English translation, and through the study of other areas encompassed by the classics, such as ancient history, philosophy, art history, mythology, and rhetoric, a student gains an understanding of the culture and ideals of the classical world and their influence on the languages and institutions of Western civilization.

Members of the classics faculty have a broad range of research and teaching specialties, including Greek poetry and prose, Roman poetry and prose, ancient philosophy and science, and classical archaeology, and foster close interdisciplinary ties with the faculty of several departments, including anthropology, art history, English, history, and philosophy.

Students who intend to major in classics should begin the study of one or both of the classical languages as early as possible in their undergraduate careers.

Careers

A bachelor’s degree in classics prepares students for entry into graduate programs in classics, linguistics, comparative literature, ancient history, and archaeology, eventually leading to careers in college teaching, fieldwork, or the editorial professions.

Many prestigious professional schools look upon broad and thorough schooling in the humanities with greater favor than upon narrow preprofessional undergraduate training. Accordingly, students graduating from classics departments throughout the country have had notable success in schools of law, medicine, and business.

Faculty


Christopher Eckerman, associate professor (Greek literature, lyric poetry, social history). BA, 2000, California, Davis; MA, 2002, PhD, 2007, California, Los Angeles. (2008)

Jeffrey M. Hurwit, professor. See History of Art and Architecture


Steven Shankman, professor. See English


Emeritus

John Nicols, professor emeritus. See History.
Complete the introductory language courses or demonstrate proficiency at the introductory level.

Repeated with departmental approval.

A list of approved courses is available from the department.

Students are encouraged to take electives in ancient literature in translation and in ancient art, religion, mythology, or philosophy. They are also urged to take course work in Latin.

**Bachelor of Arts in Classics: Latin Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAT 101–103</td>
<td>Basic Latin 1</td>
</tr>
<tr>
<td>Select one of the following archaeology courses:</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 188</td>
<td>Introduction to Classical Archaeology</td>
</tr>
<tr>
<td>CLAS 399</td>
<td>Special Studies: [Topic]</td>
</tr>
<tr>
<td>CLAS 407</td>
<td>Seminar: [Topic]</td>
</tr>
<tr>
<td>Select six of the following:</td>
<td>24</td>
</tr>
<tr>
<td>LAT 301</td>
<td>Authors: [Topic] 2</td>
</tr>
<tr>
<td>LAT 302</td>
<td>Authors: [Topic] 2</td>
</tr>
<tr>
<td>LAT 303</td>
<td>Authors: [Topic] 2</td>
</tr>
<tr>
<td>300-level Latin courses where repeatable</td>
<td></td>
</tr>
<tr>
<td>400-level Latin courses</td>
<td></td>
</tr>
<tr>
<td>HIST 412</td>
<td>Ancient Greece: [Topic] 4</td>
</tr>
<tr>
<td>HIST 414</td>
<td>Ancient Rome: [Topic] 4</td>
</tr>
</tbody>
</table>

Three upper-division Latin or Greek courses beyond the first year, courses in translation, or courses from related departments 3

**Total Credits** 63

1 Complete the introductory language courses or demonstrate proficiency at the introductory level.

2 Repeated with departmental approval.

3 A list of approved courses is available from the department.

Students are encouraged to take electives in ancient literature in translation and in ancient art, religion, mythology, or philosophy. They are also urged to take course work in Greek.

**Bachelor of Arts in Classics: Greek and Latin Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 101–103</td>
<td>Basic Greek 1</td>
</tr>
<tr>
<td>LAT 101–103</td>
<td>Basic Latin 1</td>
</tr>
<tr>
<td>Select one of the following archaeology courses:</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 188</td>
<td>Introduction to Classical Archaeology</td>
</tr>
<tr>
<td>CLAS 399</td>
<td>Special Studies: [Topic]</td>
</tr>
<tr>
<td>CLAS 407</td>
<td>Seminar: [Topic]</td>
</tr>
<tr>
<td>Select seven of the following courses:</td>
<td>28</td>
</tr>
<tr>
<td>LAT 301–303</td>
<td>Authors: [Topic] 2</td>
</tr>
<tr>
<td>or GRK 301–303</td>
<td>Authors: [Topic] 2</td>
</tr>
<tr>
<td>300-level Greek or Latin courses where repeatable</td>
<td></td>
</tr>
<tr>
<td>400-level Greek or Latin courses</td>
<td></td>
</tr>
<tr>
<td>HIST 412</td>
<td>Ancient Greece: [Topic] 4</td>
</tr>
<tr>
<td>HIST 414</td>
<td>Ancient Rome: [Topic] 4</td>
</tr>
</tbody>
</table>

Two upper-division Greek or Latin courses beyond the first year, courses in translation, or courses from related departments 3

**Total Credits** 78

1 Complete the introductory language courses or demonstrate proficiency at the introductory level.

2 No fewer than 8 credits devoted to each language. Courses may be repeated with departmental approval.

3 A list of approved courses is available from the department.

Students are encouraged to take electives in ancient literature in translation and in ancient art, religion, mythology, or philosophy.

**Bachelor of Arts in Classics: Classical Civilization Concentration**

Select one of the following archaeology courses: 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 188</td>
<td>Introduction to Classical Archaeology</td>
</tr>
<tr>
<td>CLAS 399</td>
<td>Special Studies: [Topic]</td>
</tr>
<tr>
<td>CLAS 407</td>
<td>Seminar: [Topic]</td>
</tr>
<tr>
<td>Select one of the following language sequences:</td>
<td>12</td>
</tr>
<tr>
<td>GRK 301–303</td>
<td>Authors: [Topic] 2</td>
</tr>
<tr>
<td>or LAT 301–303</td>
<td>Authors: [Topic] 2</td>
</tr>
<tr>
<td>HIST 412</td>
<td>Ancient Greece: [Topic] 4</td>
</tr>
<tr>
<td>HIST 414</td>
<td>Ancient Rome: [Topic] 4</td>
</tr>
</tbody>
</table>

Select two of the following: 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 201</td>
<td>Greek Life and Culture</td>
</tr>
<tr>
<td>CLAS 202</td>
<td>Roman Life and Culture</td>
</tr>
<tr>
<td>CLAS 301</td>
<td>Greek and Roman Epic</td>
</tr>
<tr>
<td>CLAS 302</td>
<td>Greek and Roman Tragedy</td>
</tr>
<tr>
<td>CLAS 303</td>
<td>Classical Greek Philosophers</td>
</tr>
<tr>
<td>HUM 101</td>
<td>Introduction to the Humanities I 2</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>8</td>
</tr>
<tr>
<td>ARH 322</td>
<td>Art of Ancient Greece</td>
</tr>
<tr>
<td>ARH 323</td>
<td>Art of Ancient Rome</td>
</tr>
<tr>
<td>ARH 424</td>
<td>Classical Greek Art</td>
</tr>
</tbody>
</table>

Electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in anthropology (ANTH), art history (ARH), English (ENG), history (HIST), philosophy (PHIL), religious studies (REL). 3

**Total Credits** 48

1 Complete the introductory language courses with grades of mid-C or better or demonstrate proficiency at the introductory level. Students whose Greek or Latin language courses were taken in high school must take one year of second- or third-year Greek or Latin (301, 302, 303 or 411) at the University of Oregon in works not read in their high school courses. All language courses at the second- or third-year level may count toward the 20 credits of electives.

2 Department head approval required.

3 Choose electives in consultation with a classics department advisor.

**Bachelor of Arts in Classics: Classical Archaeology Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 101–103</td>
<td>Basic Greek 1</td>
</tr>
</tbody>
</table>
or LAT 101–103  Basic Latin

Three upper-division courses in Greek or Latin:  

2 
GRK 301–303  Authors: [Topic]
LAT 301–303  Authors: [Topic]

Three courses in classical archaeology:  

12 
CLAS 188  Introduction to Classical Archaeology
CLAS 399  Special Studies: [Topic]
One other approved course

HIST 412  Ancient Greece: [Topic]  
HIST 414  Ancient Rome: [Topic]

Select two of the following art history courses:  

8 
ARH 322  Art of Ancient Greece
ARH 323  Art of Ancient Rome
ARH 324  Art and Politics in the Ancient World
ARH 424  Classical Greek Art

Select two of the following anthropology courses:  

8 
ANTH 150  World Archaeology
ANTH 310  Exploring Other Cultures: [Topic]
ANTH 340  Fundamentals of Archaeology
ANTH 471  Zooarchaeology: [Topic]

Other anthropology courses approved by advisor

Total Credits  

63

1  Complete the introductory language courses with grades of mid-C or better or demonstrate proficiency at the introductory level.
2  Language courses must be completed with grades of mid-C or better.

Honors

The honors program in classics provides an opportunity for a student to focus on an area of concentration in a written thesis. The requirements for a bachelor’s degree with honors in classics are as follows:

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

Minor Requirements

Minor in Greek

Upper-division Greek (GRK) courses  

16
Upper-division Greek (GRK) or related courses in classics  

8 (CLAS), history (HIST), Latin (LAT), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Total Credits  

24

1  Four credits of first-year Greek may be applied to this total.

Students must have a grade point average of 2.50 or better in courses applied to the minor. At least four courses (typically 16 credits) must be taken at the University of Oregon.

Minor in Latin

Upper-division Latin (LAT) courses  

16

Upper-division Latin (LAT) or related courses in classics  

8 (CLAS), history (HIST), Greek (GRK), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Total Credits  

24

1  Four credits of first-year Latin may be applied to this total.

Students must have a grade point average of 2.50 or better in courses applied to the minor. At least four courses (typically 16 credits) must be taken at the University of Oregon.

Minor in Classical Civilization

Lower- or upper-division courses from approved list  

16

Total Credits  

24

Students must have a grade point average of 2.50 or better in courses applied to the minor. At least four courses (typically 16 credits) must be taken at the University of Oregon.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

• Greek Concentration (p. )
• Latin Concentration
• Greek and Latin Concentration
• Classical Civilization Concentration
• Classical Archaeology Concentration

Bachelor of Arts in Classics: Greek Concentration

Course  

Title  

Credits Milestones

First Year

Fall

GRK 101  First-Year Greek  
5
WR 121  College Composition I  
4

General education course in social science  
4
Elective course  
4

Credits  

17

Winter

GRK 102  First-Year Greek  
5
WR 122  College Composition II or College Composition III  
4

General education course in arts and letters  
4

Credits  

17
### Spring
- **GRK 103** First-Year Greek 5
- General education course in arts and letters 4
- General education course in science 4
- General education course in social science 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### Second Year
**Fall**
- **GRK 301** Authors: [Topic] 4
- **CLAS 188** Introduction to Classical Archaeology or Special Studies: [Topic] or Seminar: [Topic] 4
- General education course in social science 4
- General education course that also satisfies a multicultural requirement 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Winter
- **GRK 311** Authors: [Topic] 4
- **HIST 414** Ancient Rome: [Topic] 4
- Upper-division elective course 4
- Elective course 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Fourth Year
**Fall**
- Upper-division course with CLAS subject code 4
- Upper-division elective course 4
- Elective course 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Spring**
- Upper-division elective course 4
- Elective courses 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### Bachelor of Arts in Classics: Latin Concentration
**First Year**
**Fall**
- **LAT 101** First-Year Latin 5
- **WR 121** College Composition I 4
- General education course in social science 4
- Elective course 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

**Winter**
- **LAT 102** First-Year Latin 5
- **WR 122** College Composition II or College Composition III 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 301</td>
<td>Authors: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 188 or CLAS 399 or CLAS 407</td>
<td>Introduction to Classical Archaeology or Special Studies: [Topic] or Seminar: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 302</td>
<td>Authors: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 303</td>
<td>Authors: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>General education course in science</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

| Third Year          |                                |         |                                |
| Fall                |                                |         |                                |
| LAT 411             | Authors: [Topic]               | 4       |                                |
| HIST 412            | Ancient Greece: [Topic]        | 4       |                                |
| General education course in science |                                                      | 4       |                                |
| Elective course     |                                | 4       |                                |
| Credits             |                                | 16      |                                |
| Winter              |                                |         |                                |
| LAT 411             | Authors: [Topic]               | 4       |                                |
| HIST 414            | Ancient Rome: [Topic]          | 4       |                                |
| Upper-division elective |                                                      | 4       |                                |
| Elective course     |                                | 4       |                                |
| Credits             |                                | 16      |                                |
| Total Credits       |                                | 48      |                                |

| Fourth Year         |                                |         |                                |
| Fall                |                                |         |                                |
| Upper-division course with CLAS subject code |                                                      | 4       |                                |
| Upper-division elective course |                                                      | 4       |                                |
| Elective course     |                                | 4       |                                |
| Credits             |                                | 12      |                                |
| Winter              |                                |         |                                |
| Upper-division course with CLAS subject code |                                                      | 4       |                                |
| Upper-division elective course |                                                      | 4       |                                |
| Elective course     |                                | 4       |                                |
| Credits             |                                | 12      |                                |
| Total Credits       |                                | 36      |                                |
# Bachelor of Arts in Classics: Greek and Latin Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 101</td>
<td>First-Year Latin</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>or GRK 101</td>
<td>or First-Year Greek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>General education course in social science</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 102</td>
<td>First-Year Latin</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>or GRK 102</td>
<td>or First-Year Greek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td>General education course in arts and letters</td>
</tr>
<tr>
<td>or WR 123</td>
<td>or College Composition III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 103</td>
<td>First-Year Latin</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>or GRK 103</td>
<td>or First-Year Greek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 301</td>
<td>Authors: [Topic]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or GRK 301</td>
<td>or Authors: [Topic]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRK 101</td>
<td>First-Year Greek</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>or LAT 101</td>
<td>or First-Year Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>51</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 411</td>
<td>Authors: [Topic]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or GRK 411</td>
<td>or Authors: [Topic]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRK 301</td>
<td>Authors: [Topic]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or LAT 301</td>
<td>or Authors: [Topic]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 412</td>
<td>Ancient Greece: [Topic]</td>
<td>4</td>
<td>General education course in science</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 411</td>
<td>Authors: [Topic]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or GRK 411</td>
<td>or Authors: [Topic]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Arts in Classics: Classical Civilization Concentration

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 101 or GRK 101</td>
<td>5</td>
<td>First-Year Latin or First-Year Greek</td>
</tr>
<tr>
<td>WR 121</td>
<td>4</td>
<td>College Composition I</td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 102 or GRK 102</td>
<td>5</td>
<td>First-Year Latin or First-Year Greek</td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>4</td>
<td>College Composition II or College Composition III</td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 301 or GRK 301</td>
<td>4</td>
<td>Authors: [Topic] or Authors: [Topic]</td>
</tr>
<tr>
<td>CLAS 188 or CLAS 399 or CLAS 407</td>
<td>4</td>
<td>Introduction to Classical Archaeology or Special Studies: [Topic] or Seminar: [Topic]</td>
</tr>
<tr>
<td>ARH 322 or ARH 323 or ARH 424</td>
<td>4</td>
<td>Art of Ancient Greece or Art of Ancient Rome or Classical Greek Art</td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 302 or GRK 302</td>
<td>4</td>
<td>Authors: [Topic] or Authors: [Topic]</td>
</tr>
</tbody>
</table>

Total Credits: 51
ARH 323 or ARH 322 or ARH 424
Art of Ancient Rome or Art of Ancient Greece or Classical Greek Art
General education course in arts and letters 4
General education course that also satisfies a multicultural requirement 4
Credits 16

Spring
LAT 303 or GRK 303
Authors: [Topic] or Authors: [Topic]
General education course in arts and letters 4
General education course in science 4
General education course in social science 4
Credits 16
Total Credits 48

Course Title Credits Milestones

Bachelor of Arts in Classics: Classical Archaeology Concentration

First Year
Fall
LAT 101 or GRK 101
First-Year Latin or First-Year Greek 5
WR 121 College Composition I 4
General education course in social science 4
Credits 12
Total Credits 36
Elective course 4

**Credits** 17

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAT 102 or GRK 102</td>
<td>First-Year Latin or First-Year Greek</td>
<td>5</td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
</tr>
</tbody>
</table>

General education course in arts and letters 4

General education course in science 4

**Credits** 17

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAT 103 or GRK 103</td>
<td>First-Year Latin or First-Year Greek</td>
<td>5</td>
</tr>
</tbody>
</table>

General education course in science 4

General education course in social science 4

Elective course 4

**Credits** 17

### Total Credits

51

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 412</td>
<td>Ancient Greece: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 150 or ANTH 310 or ANTH 340 or ANTH 471</td>
<td>World Archaeology or Exploring Other Cultures: [Topic] or Fundamentals of Archaeology or Zooarchaeology: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

General education course in science 4

General education course in social science 4

**Credits** 16

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 414</td>
<td>Ancient Rome: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

**Credits** 17

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAT 302 or GRK 302</td>
<td>Authors: [Topic] or Authors: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

ARH 323 or ARH 322 or ARH 424 | Art of Ancient Rome or Art of Ancient Greece or Classical Greek Art | 4 |

General education course in arts and letters 4

General education course that also satisfies a multicultural requirement 4

**Credits** 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 414</td>
<td>Ancient Rome: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

**Credits** 16

### Total Credits

48
### Graduation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 310 or ANTH 150 or ANTH 340 or ANTH 471</td>
<td>Exploring Other Cultures: [Topic] or World Archaeology or Fundamentals of Archaeology or Zooarchaeology: [Topic]</td>
<td>4</td>
<td>Upper-division elective course 4</td>
</tr>
</tbody>
</table>

### Credits

**Credits**: 16

**Total Credits**: 48

### Spring

- Upper Division elective: 4
- General education course in arts and letters: 4
- Elective courses: 8

**Total Credits**: 16

### Course Title Credits

#### Fourth Year

##### Fall

- Upper-division elective courses: 8
- Elective course: 4

**Credits**: 12

- Upper-division elective courses: 8
- Elective course: 4

**Credits**: 12

- Upper-division elective course: 4
- Elective courses: 8

**Credits**: 12

**Total Credits**: 36

- Master of Arts in Classics: Languages and Literatures
- Master of Arts in Classics: Classical Archaeology and Material Culture

### Additional Requirements

- Master of Arts in Classics: Languages and Literatures
- Master of Arts in Classics: Classical Archaeology and Material Culture

### Admission

Procedures for admission to do graduate work in classics include the following:

1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores are required for international students
6. A sample of written work and a statement of academic purpose

Several graduate teaching fellowships are available each year for entering graduate students. Applicants seeking such fellowships must send an application postmarked by January 31.

### Master of Arts in Classics: Languages and Literatures

#### Graduate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 507</td>
<td>Seminar: [Topic] (or seminar in art history, history, Greek, or Latin)</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 507</td>
<td>Seminar: [Topic] (classical archaeology)</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 611</td>
<td>Introduction to Philological Methods</td>
<td>4</td>
</tr>
<tr>
<td>600-level courses in residence</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Additional graduate courses</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

#### Surveys

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 512</td>
<td>Ancient Greece: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 514</td>
<td>Ancient Rome: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Option 1

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 503</td>
<td>Thesis</td>
</tr>
<tr>
<td>LAT 503</td>
<td>Thesis</td>
</tr>
<tr>
<td>CLAS 503</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

#### Option 2

Two-part comprehensive examination: translation and essay

#### Option 3

At least two 40- to 50-page essays

**Total Credits**: 59

1. Equivalent courses taken as an undergraduate may fulfill this requirement.
2. The credits may be counted toward the 45-credit minimum. Satisfactory completion of the thesis includes an oral defense.
3. The candidate must, in consultation with his or her advisors, define a reading list for the translation part of the examination.
4. The candidate develops, expands, and revises work written for graduate author courses or seminars.

### Additional Requirements

- Complete the general MA requirements stipulated by the Graduate School
- Pass with a grade of mid-B or better five courses in Greek and/or Latin authors
• Pass a translation examination in one modern language, usually
French or German. This requirement may be fulfilled with a
standardized examination offered by the university or by the
successful translation of a significant scholarly text

Additional information may be obtained from the classics department and
is included with the letter of admission.

Master of Arts in Classics: Classical Archaeology and Material Culture

Graduate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 507</td>
<td>Seminar: [Topic] (Topics in archaeology</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>and material culture)</td>
<td></td>
</tr>
<tr>
<td>CLAS 611</td>
<td>Introduction to Philological Methods</td>
<td>4</td>
</tr>
<tr>
<td>600-level</td>
<td>courses in residence</td>
<td>9</td>
</tr>
<tr>
<td>500-level</td>
<td>art history course</td>
<td>4</td>
</tr>
<tr>
<td>500-level</td>
<td>anthropology course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Additional graduate courses</td>
<td>30</td>
</tr>
</tbody>
</table>

Option 1

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 503</td>
<td>Thesis</td>
</tr>
<tr>
<td>LAT 503</td>
<td>Thesis</td>
</tr>
<tr>
<td>CLAS 503</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

Option 2

At least two 40- to 50-page essays

Total Credits: 59

1. Choose from Archaeology and Anthropology (ANTH 681), Professional Writing (ANTH 685), Archaeology and Anthropology (ANTH 681), Social Theory I (ANTH 688), Social Theory II (ANTH 689), Graduate Studies in Art History (ARH 611), Seminar: [Topic] (CLAS 607), Practicum: [Topic] (CLAS 609), Historical Methods and Writings (HIST 612).

2. Choose from Seminar: [Topic] (ARH 507) (when on relevant topics), Classical Greek Art (ARH 524).

3. Choose from Field Methods in Cultural Anthropology (ANTH 517), Archaeology of Cultural Landscapes (ANTH 545), Practical Archaeobotany (ANTH 546), Gender and Archaeology (ANTH 548).

4. The credits may be counted toward the 45-credit minimum. Satisfactory completion of the thesis includes an oral defense.

5. The candidate must, in consultation with his or her advisors, define a reading list for the translation part of the examination.

Additional Requirements

• Complete the general MA requirements stipulated by the Graduate School
• Pass with a grade of mid-B or better five courses in Greek and/or Latin authors

Courses

CLAS 110. Classical Mythology. 4 Credits.
Introduction to the world of Greek and Roman mythology with an
emphasis on the issues of personal and social identity.

CLAS 188. Introduction to Classical Archaeology. 4 Credits.
Introduction to the archaeology and material culture of the Ancient
Greeks and Romans.

CLAS 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

CLAS 201. Greek Life and Culture. 4 Credits.
Introduces students to the literature, history, and art of ancient Greece.
Students develop an appreciation for Greek culture and its similarities to
and differences from American culture.

CLAS 202. Roman Life and Culture. 4 Credits.
Examines Roman civilization from the founding of Rome in the 8th
century BC to the victory of Constantine and his religion early in the 4th
century AD.

CLAS 301. Greek and Roman Epic. 4 Credits.
Analysis of the heroic tradition and epic themes in the Homeric poems,
the works of Hesiod, and the Aeneid. Emphasis on literary criticism and
intellectual history.

CLAS 302. Greek and Roman Tragedy. 4 Credits.
Examination of Aeschylus, Sophocles, Euripides, and perhaps Seneca
from the viewpoint of literary criticism and intellectual history.

CLAS 303. Classical Greek Philosophers. 4 Credits.
Introduction to the philosophies of Plato and/or Aristotle from the
viewpoint of Greek intellectual history.

CLAS 310. Early China, Ancient Greece. 4 Credits.
Examines the relationship between knowledge and wisdom in literature
produced by two different ancient civilizations, Greece and China, from c.
1000 BCE to 86 CE. Offered alternate years.

CLAS 311. Death and Rebirth in Greece and India. 4 Credits.
Explores Greco-Roman and Indian conceptions of the soul and beliefs
concerning the afterlife, particularly those of reincarnation and soul
transmigration. Offered alternate years.

CLAS 314. Gender and Sexuality in Antiquity. 4 Credits.
Introduction to construction of the categories of norms of Western
sexuality through study of Greek and Roman attitudes toward gender
roles, homo- and heterosexuality, the family, and privacy.

CLAS 330. Greek and Roman Archaeology: [Topic]. 4 Credits.
A course of variable content focusing on issues and methods of
Mediterranean archaeology from the Bronze Age to Late Antiquity.
Repeatable twice for a maximum of 12 credits when the topic changes.

CLAS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

CLAS 401. Research: [Topic]. 1-21 Credits.
Repeatable.

CLAS 403. Thesis. 1-12 Credits.
Repeatable.

CLAS 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

CLAS 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CLAS 408. Colloquium: [Topic]. 1-21 Credits.
Repeatable.

CLAS 409. Supervised Tutoring. 1-21 Credits.
Repeatable.

CLAS 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CLAS 503. Thesis. 1-16 Credits.
Repeatable.

Prereq: second-year proficiency in Greek or Latin.
CLAS 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.
CLAS 508. Colloquium: [Topic]. 1-21 Credits.
Repeatable.
CLAS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
CLAS 601. Research: [Topic]. 1-16 Credits.
Repeatable.
CLAS 602. Supervised College Teaching. 1-5 Credits.
Repeatable.
CLAS 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.
CLAS 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.
CLAS 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.
CLAS 608. Colloquium: [Topic]. 1-16 Credits.
Repeatable.
CLAS 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.
CLAS 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
CLAS 611. Introduction to Philological Methods. 4 Credits.
Introduces graduate students to methodological approaches for the study
of antiquity, employing faculty expertise in literary criticism, ancient art,
historiography, epigraphy, ancient philosophy, and paleography.

Courses
GRK 101. First-Year Greek. 5 Credits.
Fundamentals of the Attic Greek language; readings in Attic Greek and in
koine.
GRK 102. First-Year Greek. 5 Credits.
Fundamentals of the Attic Greek language; readings in Attic Greek and in
koine.
Prereq: GRK 101 or equivalent.
GRK 103. First-Year Greek. 5 Credits.
Fundamentals of the Attic Greek language; readings in Attic Greek and in
koine.
Prereq: GRK 102 or equivalent.
GRK 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
GRK 301. Authors: [Topic]. 4 Credits.
Second-year Greek: selections from major Greek authors, either Plato
or Lysias, with focus on reading and syntax. Repeatable when reading
material changes.
GRK 302. Authors: [Topic]. 4 Credits.
Second-year Greek: selections from Euripides, with focus on reading and
syntax. Repeatable when reading material changes.
GRK 303. Authors: [Topic]. 4 Credits.
Second-year Greek: selections from Homer or Hesiod, with focus on
reading and syntax. Repeatable when reading material changes.
GRK 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
GRK 401. Research: [Topic]. 1-21 Credits.
Repeatable.
GRK 403. Thesis. 1-12 Credits.
Repeatable.
GRK 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.
GRK 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.
GRK 408. Colloquium: [Topic]. 1-21 Credits.
Repeatable.
GRK 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.
GRK 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
GRK 411. Authors: [Topic]. 4 Credits.
Repeatable. Each term devoted to a different author or literary genre:
Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes,
Herodotus, Aristophanes, lyric poetry, comedy, pastoral. Repeatable
when topic changes.
GRK 503. Thesis. 1-16 Credits.
Repeatable.
GRK 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.
GRK 508. Colloquium: [Topic]. 1-21 Credits.
Repeatable.
GRK 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
GRK 511. Authors: [Topic]. 4 Credits.
Repeatable. Each term devoted to a different author or literary genre:
Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes,
Herodotus, Aristophanes, lyric poetry, comedy, pastoral. Repeatable
when topic changes.
GRK 601. Research: [Topic]. 1-16 Credits.
Repeatable.
GRK 602. Supervised College Teaching. 1-5 Credits.
Repeatable.
GRK 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.
GRK 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.
GRK 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.
GRK 608. Colloquium: [Topic]. 1-16 Credits.
Repeatable.
GRK 609. Terminal Project. 1-16 Credits.
Repeatable.
GRK 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

Courses
LAT 101. First-Year Latin. 5 Credits.
Fundamentals of Latin grammar; selected readings from classical and
medieval authors.
LAT 102. First-Year Latin. 5 Credits.
Fundamentals of Latin grammar; selected readings from classical and medieval authors.
Prereq: LAT 101 or equivalent.

LAT 103. First-Year Latin. 5 Credits.
Fundamentals of Latin grammar; selected readings from classical and medieval authors.
Prereq: LAT 102 or equivalent.

LAT 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LAT 301. Authors: [Topic]. 4 Credits.
Second-year Latin: selections from Caesar, with focus on reading and syntax. Repeatable when reading material changes.

LAT 302. Authors: [Topic]. 4 Credits.
Second-year Latin: selections from Virgil’s Aeneid, with focus on reading and syntax. Repeatable when reading material changes.

LAT 303. Authors: [Topic]. 4 Credits.
Second-year Latin: selections from major Roman authors with focus on reading and syntax. Recent authors are Cicero, Terence, Tibullus. Repeatable when reading material changes.

LAT 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LAT 401. Research: [Topic]. 1-21 Credits.
Repeatable.

LAT 403. Thesis. 1-12 Credits.
Repeatable.

LAT 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

LAT 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

LAT 408. Colloquium: [Topic]. 1-21 Credits.
Repeatable.

LAT 409. Supervised Tutoring. 1-21 Credits.
Repeatable.

LAT 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LAT 411. Authors: [Topic]. 4 Credits.
Repeatable. Each term devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Ovid, Lucretius, comedy, philosophy, elegy, epic, satire. Repeatable when topic changes.

LAT 503. Thesis. 1-16 Credits.
Repeatable.

LAT 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

LAT 508. Colloquium: [Topic]. 1-21 Credits.
Repeatable.

LAT 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LAT 511. Authors: [Topic]. 4 Credits.
Repeatable. Each term devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Ovid, Lucretius, comedy, philosophy, elegy, epic, satire. Repeatable when topic changes.

LAT 601. Research: [Topic]. 1-16 Credits.
Repeatable.

LAT 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

LAT 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

LAT 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

LAT 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

LAT 608. Colloquium: [Topic]. 1-21 Credits.
Repeatable.

LAT 609. Terminal Project. 1-16 Credits.
Repeatable.

LAT 610. Experimental Project. 1-5 Credits.
Repeatable.

Comparative Literature

Kenneth S. Calhoon, Department Head
541-346-0934
541-346-3240 fax
313 Villard Hall
5242 University of Oregon
Eugene, Oregon 97403-5242
complit@uoregon.edu

The University of Oregon offers major programs in comparative literature leading to the bachelor of arts (BA), master of arts (MA), and doctor of philosophy (PhD) degrees. In addition, a minor program has been recently established.

Inherently interdisciplinary, comparative literature begins with the insistence that any artifact of culture—be it a canvas, a poem, a film, or a novel—requires active attention and engagement. At the same time, where the national literatures designate their subjects by language or nation, comparative literature allows a pluralistic approach that bridges linguistic and cultural boundaries. Closely allied with literary and critical theory as well as with contemporary trends in globalization studies and cultural studies, comparative literature nonetheless can be defined neither in terms of a specific methodology nor a specific canon of texts. What defines comparative literature is its open-ended spirit of inquiry. Students of comparative literature create their subject matter by determining the meaning and method of their comparative approach.

Oregon’s graduate program, established in 1962, has an international reputation. It is the home of the principal journal in the field, Comparative Literature, and is closely involved with the leading national organization, the American Comparative Literature Association.

The department maintains an active schedule of lecture series, seminars, and workshops. Recent visitors include Ken Aptekar, Nancy Armstrong, Charles Bernstein, Christopher Braider, Judith Butler, Eduardo Cadava, Beatrice Hanssen, David Harvey, Michael Henry Heim, Heather James, Mary Layoun, Karma Lochrie, Scott McCloud, Franco Moretti, Andrew Parker, Thomas Pfau, Mary Louise Pratt, Andrew Ross, Henry Sayre, Ella Shohat, Art Spiegelman, Peter Stallybrass, John Whittier Treat, Haiping Yan, Gang Yue, and Zhang Xudong.

Library holdings, which are strong in all areas of research in literature, include an outstanding collection of journals, many of which come to the library in exchange for Comparative Literature.
Faculty


Lisa Freinkel, associate professor. See English.

Warren Ginsberg, professor. See English.

Sangita Gopal, associate professor. See English.


Tze-Yin Teo, assistant professor (comparative, global, and transnational modernism; translation studies; literary theory). BA, 2009, National University of Singapore; PhD, 2015, Emory. (2015)

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

Participating

Susan C. Anderson, German and Scandinavian

Monique Balbuena, honors college

P. Lowell Bowditch, classics

S. Pearl Brilmeyer, English

Cory Browning, Romance languages

Roy Chan, East Asian Languages and literatures

Anita Chari, political science

Joyce Cheng, history of art and architecture

James R. Crosswhite, English

Dianne M. Dugaw, English

Cecilia Enjuto Rangel, Romance languages

Pedro García-Caro, Romance languages

D. Gantt Gurley, German and Scandinavian

Michael Hames-García, ethnic studies

Martin Klebes, German and Scandinavian

Colin Koopman, Philosophy

David Leiwei Li, English

Jeffrey S. Librett, German and Scandinavian

Massimo Lollini, Romance languages

John McCoile, history

Karen McPherson, Romance languages

Lanie Millar, Romance languages

Fabienne Moore, Romance languages

Dorothee Ostmeier, German and Scandinavian

Paul W. Peppis, English

Amanda W. Powell, Romance languages

F. Regina Psaki, Romance languages

Forest Pyle, English

Judith Raiskin, women's and gender studies

Sergio Rigoletto, Romance languages

Daniel Rosenberg, honors college

George Rowe, English

Gordon M. Sayre, English

Steven Shankman, English

Carol Silverman, anthropology

Beata Stawarska, philosophy

Michael Stern, German and Scandinavian

Analisa Taylor, Romance languages

Alejandro Vallega, philosophy

Daniela Vallega-Neu, philosophy

David J. Vazquez, English

Elizabeth A. Wheeler, English

Daniel N. Wojcik, English

Rocio Zambrana, philosophy

- Bachelor of Arts
- Minor
Undergraduate Studies

The undergraduate program offers a unique major that cuts across disciplines, teaches critical skills, and provides an intellectually challenging curriculum while preparing students for possible careers in the media, law, government, business, or teaching. Students with a good background in one or more languages other than English find that the program gives them the opportunity to study literature and related cultural productions, including canonical and emerging writings, in a variety of historical and theoretical perspectives.

The program combines maximum flexibility with a rigorous grounding in the basics of literary theory and cultural studies. Based on their interests, majors choose one of two emphases: language and culture or disciplines in dialogue. In the first, students develop proficiency in two national-linguistic traditions. In the second, students explore links between a single national-linguistic tradition and a nonliterary field. Both emphases are ideally suited to students considering either a double-major or a major and a minor: they can combine their multiple interests into a single program of study.

A carefully designed core curriculum takes students through the basics of comparative literature as a discipline. Course work culminates with Capstone Seminar (COLT 415). Many comparative literature students use this seminar to develop a BA honors thesis project (see Honors in Comparative Literature below).

Emphases within the Major

Because there are many different ways of thinking about literature from a comparative perspective, two emphases within the major are offered. One emphasis, language and culture, features comparative study across different national-linguistic traditions. This emphasis is recommended for students who want to study abroad, attend graduate school in comparative literature, or want to gain an in-depth understanding of one or more foreign cultures. A second emphasis, disciplines in dialogue, allows students to combine literary study with work in a nonliterary discipline. This emphasis offers an alternative for students considering a double major in literature and a nonliterary field. It is also well-suited to students who want to combine literary study with creative writing, performance, or the visual arts.

Language and Culture Emphasis

Students in this emphasis designate two national-linguistic traditions (e.g., Spanish and German; English and Japanese; French and Russian). In addition, the language chosen to fulfill the foreign language requirement should coincide with one of these national-linguistic traditions.

Disciplines in Dialogue Emphasis

Students in this emphasis designate one national-linguistic tradition and one other disciplinary focus (e.g., creative writing, philosophy, cinema studies, psychology, art history). Courses taken in this disciplinary focus may be spread out across several subject codes, with the approval of the director of undergraduate studies. Students are strongly advised to complete their foreign language requirement in a language relevant either to their national-linguistic tradition or to their disciplinary focus.

Bachelor of Arts Degree Requirements

The comparative study of culture entails the acquisition of reading competence in at least one language other than English. Comparative literature majors must complete at least one year of upper-division training in a language other than English. For students working in French, German, Italian, or Spanish, a third year entails the study of literature. Appropriate courses include, for example, French Survey: Medieval and Renaissance (FR 317), French Survey: Baroque and Enlightenment (FR 318), French Survey: 19th and 20th Centuries (FR 319) or Introduction to German Culture and Society (GER 340), Introduction to German Culture and Society (GER 341) as well as any 400-level literature course taught in the language in question. For students working in Chinese, Greek, Hebrew, Latin, Japanese, Russian, or Swedish, the third year will typically entail further training in grammar and oral production. Appropriate courses include, for example, Third-Year Chinese (CHN 301), Third-Year Chinese (CHN 302), Third-Year Chinese (CHN 303), the Judaic studies sequence taught in Hebrew, Biblical Narrative (HBRW 311), Biblical Poetry (HBRW 312), Postbiblical Literature (HBRW 313), or Third-Year Russian (RUSS 316), Third-Year Russian (RUSS 317), Third-Year Russian (RUSS 318). With the approval of the director of undergraduate studies, courses taken abroad may be used to fulfill this requirement.

In addition to completing the foreign language requirement, majors must take eight required courses in comparative literature, four upper-division courses in their primary national-linguistic tradition, and three upper-division courses in their secondary focus field (either a second national-linguistic tradition or a nonliterary discipline).

All course work required for the comparative literature major and minor must be passed with grades of mid-C or better.

Foreign Language Requirement

1. Option for French, German, Italian, or Spanish work
   Examples of courses: 2
   - FR 317–319 French Survey
   - GER 340–341 Introduction to German Culture and Society
   - 400-level literature courses taught in language of focus

2. Option for Chinese, Greek, Hebrew, Latin, Japanese, Russian, or Swedish work
   Examples of courses: 3
   - CHN 301–303 Third-Year Chinese
   - HBRW 311–313 Biblical Literature
   - RUSS 316–318 Third-Year Russian

Core Courses

- Two lower-division COLT electives 8
- 300-level COLT elective 4
- COLT 301 Approaches to Comparative Literature 4
- Select one of the following: 4
  - COLT 302 Theories of Poetry
  - COLT 303 Theories of the Novel
  - COLT 304 Theories of Drama
- COLT 305 Cultural Studies 4
- 400-level COLT elective 4
- COLT 415 Capstone Seminar 4

Focus Fields Courses

- Four upper-division courses in primary national-linguistic tradition 16
Three upper-division courses in a secondary national-linguistic tradition (language and culture) or a nonliterary discipline (disciplines in dialogue) 12

Total Credits 60

1 With the approval of the director of undergraduate studies, courses taken abroad may be used to fulfill this requirement.

2 The third year entails the study of literature.

3 The third year will typically entail further training in grammar and oral production.

Honors in Comparative Literature

Comparative literature students may petition to enter the honors track during spring of their junior year. Admission to the honors track is based on the recommendation of a comparative literature faculty member or a participating faculty member. Completion of the honors track requires the successful completion of a bachelor of arts honors thesis and an additional 400-level elective. During the Capstone Seminar (COLT 415), typically taken during fall of senior year, honors students develop and present a thesis prospectus. The thesis must be comparative in nature, and should entail work in both of the student’s focus fields. If the prospectus is approved by both the seminar leader and the student’s thesis advisor, then the student enrolls in Thesis (COLT 403) during winter of senior year. The thesis is completed under the supervision of the thesis advisor, and must be submitted to both the advisor and a second reader by the fifth week of spring term. The thesis must then be approved by the advisor and second faculty member after a formal presentation. Both thesis advisor and second reader should be chosen from the comparative literature faculty or participating faculty.

Minor Requirements

The comparative literature minor offers an opportunity for students to pursue an interest in world literature and film without advanced language study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLT 301</td>
<td>Approaches to Comparative Literature</td>
<td>4</td>
</tr>
<tr>
<td>Four COLT courses (at least two upper-division courses)</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Two upper-division literature or film courses in same subject area</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 20

1 Courses may be taught within the Department of Comparative Literature or in other departments and may be taken abroad or away from the University of Oregon

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Comparative Literature

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLT 101</td>
<td>Introduction to Comparative Literature</td>
<td>4</td>
<td>First Year: one lower-division COLT course</td>
</tr>
</tbody>
</table>

Total Credits 16

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLT 102</td>
<td>Introduction to Comparative Literature</td>
<td>4</td>
</tr>
<tr>
<td>or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
</tr>
<tr>
<td>General education course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Credits 16

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLT 103</td>
<td>Introduction to Comparative Literature</td>
<td>4</td>
</tr>
<tr>
<td>General education courses</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Credits 16

Total Credits 48

Second Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-division COLT course</td>
<td></td>
<td>4</td>
<td>First Year: one lower-division COLT course</td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>Continued work toward third-year foreign language proficiency</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 16

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>Continued work toward third-year foreign language proficiency</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 16
### Doctor of Philosophy

**Graduate Studies**

The graduate program in comparative literature is founded on the conviction that literary traditions are best understood when contextualized across national and cultural boundaries. To thrive professionally, every scholar in the discipline must be closely trained in a primary national literature, proficient in at least three languages, and attuned to the importance of philology, bibliography, and linguistic training. At the same time, a commitment to comparative study requires a firm grasp of translation among languages and media and the history of reading practices, as well as aesthetic and cultural theory.

Students are admitted to the graduate program with the expectation that they will work toward the PhD degree. At present the Department of Comparative Literature does not offer a terminal master’s degree. Instead, students become eligible for the MA on passing their PhD qualifying exams.

**Admission**

A complete application for admission includes the application form, a transcript of college- and graduate-level work, three letters of recommendation, a statement of purpose, and a 10- to 20-page sample in English of critical writing about literature. Graduate Record Examination scores are not required but are highly recommended. The application deadline is January 15 for entrance the following fall term. Application information and forms can be obtained from the department website.

Candidates for admission typically have an undergraduate major in one literature and competence in two of the following languages that are taught at the University of Oregon: Arabic, Chinese, French, German, Greek (classical), Hebrew (biblical), Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, and Swedish. Under special circumstances, arrangements may be made with the director of graduate studies to study other literatures.
Overview of Requirements

Within their first three years of graduate study, students must complete the language requirement, six foundation courses, at least five courses in the primary field, and at least four courses in the secondary field. In addition, students select at least three elective courses in consultation with their faculty advisors; these courses may be tangential to their main research interests or distributed according to those interests. The foundation courses include Graduate Studies in Translation (COLT 613), Graduate Studies in Comparative Literature (COLT 614), Graduate Studies in Comparative Literature (COLT 615), Transmedial Aesthetics (COLT 616), and at least two other graduate-level COLT courses. Courses applied to the degree must be passed with a grade of B+ or better, and students must maintain a grade point average of at least 3.50 in all graduate-level courses in order to remain in good standing in the program.

After completing all course work and language requirements, students are eligible to take their written and oral PhD qualifying examinations. Following successful completion of the exams, students submit a prospectus and meet with their committees for the prospectus conversation. A satisfactory prospectus conversation is required for advancement to candidacy. The approximate time from completion of course work to advancement is one year. Typically, the dissertation is completed within two years of advancing to candidacy.

Foundation Courses

The graduate program provides a solid foundation in theoretical and historical methods integral to comparative literature and relevant to working across national literary traditions, historical periods, theoretical paradigms, and media. Through these courses, students are expected to acquire a comprehensive understanding of scholarly method, encountering not only contemporary texts and theorists but also the history of the field, including the central controversies, crucial debates, and cultural contexts that have shaped its development. The student must complete six graduate-level foundation courses; these courses are Graduate Studies in Translation (COLT 613), Graduate Studies in Comparative Literature (COLT 614), Graduate Studies in Comparative Literature (COLT 615), Transmedial Aesthetics (COLT 616), and two others selected from among the COLT graduate course offerings.

Primary Field

The majority of comparative literature graduates are hired to teach in national literature departments and not in interdisciplinary programs. For this reason it is crucial that students develop a primary research field that is based either in a single national literature (e.g., Japanese literature) or in a single linguistic-cultural tradition that crosses national boundaries (e.g., Latin American literature). Depending on the relative breadth of a student's prior training, the primary field may be further delimited according to a period (e.g., postwar Japan) or a genre (e.g., German drama) or even an artistic movement (e.g., French postmodernism). The student must complete five graduate-level courses in the primary field; at least three of the courses should share the same department subject code.

Secondary Field

This field complements the research within the primary field, either by providing counterpoint or a needed context. There are three ways to define one's secondary field. Most commonly, it represents a second national literature (e.g., Spanish literature) or a linguistic-cultural tradition that crosses national boundaries (e.g., Latin American literature). In addition, where two or more national-linguistic traditions share a common literary history—for example, within a given region or artistic movement—the secondary field may be defined in comparative terms (e.g., the Continental Renaissance, Caribbean literature, or East Asian film). Finally, the secondary field can eschew literary categories altogether in order to represent an alternative disciplinary focus (e.g., religious studies).

At least four graduate-level courses must be taken in the secondary field. Three of them should share the same department subject code. At the discretion of the director of graduate studies, the three courses with shared subject code may be spread out over the secondary, foundation, and elective fields.

Electives

Three of the program's required 18 graduate-level courses are electives and should be chosen in consultation with an advisor. The electives may cover a wide range of interests or may be carefully distributed among the three research fields to fill gaps or achieve greater depth. Some students may wish to devote their electives to a fourth field of research (e.g., a third national literature). Students hoping to pursue this option are urged to meet with the director of graduate studies as soon as possible.

Language Requirement

Work in at least three languages is expected at all phases of the program, from course work to the dissertation. The language requirement addresses this expectation by ensuring both linguistic proficiency and a minimum level of graduate course work in all three languages. Students are required to complete graduate-level work in their languages. The following guidelines apply: (1) at least two graduate courses must be taken in each language to meet this requirement and should ideally be taught by a specialist in the target language; (2) the seminar paper for each course should demonstrate competency dealing with the target language and should be suitable for publication in the national literature field. The seminar paper for each of the two non-English languages must be submitted to the department at the end of the course for approval. The language requirement must be satisfied by the end of the third year.

Timetable from Entrance to Examinations

Advisors

During their first two terms of study (fall and winter), students are advised by the director of graduate studies. By Monday of week two of the third term, each student formally identifies an interim advisor—a faculty member who agrees to mentor the student through the completion of the first-year conversation and the first two terms of the second year.

By Monday of week two of the spring term of the second year, the student will have chosen his or her advisor of record. This advisor, who will be competent in the student’s primary research interests, will mentor the student through the second-year review and the third year of study.

First Year

First-Year Statement

By Friday of week four of spring term, first-year students, in consultation with their interim advisors, submit a two- to three-page statement of purpose. It should identify and justify the primary and secondary fields the student intends to pursue—the general fields of study that form the backbone of a scholar’s research profile. It should also clarify the relationship between the students’ research languages and research
fields, and indicate what linguistic study is necessary to complete the proposed course of study.

First-Year Conversation
In week six or seven of spring term, the first-year student, his or her interim advisor, the director of graduate studies, and one other comparative literature faculty member meet for a conversation about the first-year statement. They evaluate the student’s progress to date, including course work and language examinations, discuss the intended fields, and offer guidance for the remaining two years leading to the qualifying examination. With their approval of the statement and the student’s general plan, as well as successful completion of all first-year course work with a GPA of 3.50, the student may proceed to the second year. A brief memo written by the student that summarizes the conversation is due to the department by Wednesday of week eight.

Second Year
Third-Year Article
During the second year, as part of preparation for publication in the field, students are required to begin expanding a seminar paper into an article for submission to a journal. Workshops are held to prepare students to write an article and select an appropriate publication venue. This process is meant to provide step-by-step guidance in publishing before the student advances to candidacy.

Second-Year Review
By Monday of week two in spring term of the second year, a student will have chosen the advisor of record. In consultation with that advisor, the student must write a careful self-review of his or her progress to date. The review should revisit both the first-year statement and the report of the first-year conversation. In particular, any recommendations made by the first-year conversation committee should be assessed: how were these recommendations pursued and with what result? The designation of the three research fields should also be addressed, along with any shifts in focus that have proved necessary or desirable. The review should explain what course work remains to be completed, and, where appropriate, should outline a plan for the completion of that work. Any problems in performance or concerns about timely progress should also be addressed. The second-year review must be approved by the advisor of record and submitted by Monday of week eight of spring term. The graduate committee reviews these reports, and small revisions and clarifications may be required before they approve the document. With approval of the review and completion of all second-year course work with a GPA of 3.50, the student may proceed to the third year.

Third Year
Third-Year Article
During the first term of the third year, the student will finalize the third-year article in consultation with an advisor in preparation for submitting it for peer review. By Friday of week ten of fall term of the third year, the student will submit this article to the department along with a cover letter addressed to an appropriate journal.

Completion of Course Work and Language Requirement
The program is designed so that students may complete all course work and language requirements by the end of their third year. By Friday of week nine of spring term of the third year, students submit the course work and language requirement completion form for approval by the director of graduate studies and the graduate committee.

PhD Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation Courses</td>
<td></td>
</tr>
<tr>
<td>Six foundation courses: the four listed below and two other graduate COLT courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLT 613</td>
<td>Graduate Studies in Translation</td>
<td>4-5</td>
</tr>
<tr>
<td>COLT 614–615</td>
<td>Graduate Studies in Comparative Literature</td>
<td>10</td>
</tr>
<tr>
<td>COLT 616</td>
<td>Transmedial Aesthetics</td>
<td>5</td>
</tr>
<tr>
<td>Primary Field Courses</td>
<td>At least five graduate courses</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Field Courses</td>
<td>At least four graduate courses</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>At least three graduate courses</td>
<td>3</td>
</tr>
</tbody>
</table>

1. At least three of the courses should share the same departmental subject code.
2. Three courses should share the same departmental subject code. At the discretion of the director of graduate studies, the three courses with shared subject code may be spread out over the secondary, foundation, and elective fields.
3. Choose electives in consultation with an advisor.

Additional Requirements
- Successfully passing the PhD qualifying exams
- Writing dissertation prospectus
- Dissertation

Examination Committee
By the beginning of spring term of the third year, each student selects an examination committee consisting of the advisor of record and two additional faculty members. Of these three, one represents the student’s primary field of research (commonly the advisor of record), another represents the secondary field, and a third member is designated the committee chair. The third member also serves as chief mentor for the student’s foundation field, advising him or her on the reading list inclusions from that field. All members must sign an agreement form to participate in the exam committee, and all must approve the exam statement and reading list. By Monday of week two in spring term of the third year, students must submit their examination committee membership to the department. Students who have chosen an additional fourth field of research may choose to be tested in that field as well. The logistics of this option should be pursued with the director of graduate studies as early in the process as possible. The examination committee membership must be approved by the director of graduate studies.

Examination Statement and Reading List
In consultation with the exam committee members, each student determines his or her examination fields. These fields correspond to the primary, secondary, and foundation research fields, but are usually narrower and more specialized in scope. Students then devise a reading list covering each field. Each list should include approximately fifteen to twenty primary items (an item is an author and a work or works that represent the author’s perspective as a whole). Each field list should also include a separate sublist of pertinent critical-secondary works. Exam committee members can provide assistance in choosing the works on this list.
Students must also compose a six- to eight-page statement that defines the student’s core interests, defends the examination fields, clarifies the scope of the reading list, and offers some indication of the future dissertation project and career aspirations for which this reading list provides the necessary comprehensive background and preparation. After being approved by all the examiners, the exam statement and reading list are submitted to the department by the end of week nine in spring term of the third year. Prior to final approval, the exam statement and reading list are reviewed by the graduate committee, which may have additional recommendations and queries. Occasionally, these recommendations may be substantive enough to require additions to or deletions from the list and a resubmission process. Changes to the statement and list may be made no later than four weeks prior to the first written exam and must be approved by both the director of graduate studies and the examination committee members.

When the graduate committee and director of graduate studies have approved the Course Work and Language Requirements Completion Form and the exam statement and reading list, the student may proceed with the examination process.

Overview of Fourth Year
The fourth year is dedicated to completing the doctoral examinations and writing the dissertation prospectus. Typically, students prepare for the exams over the summer and early fall, sit for the written and oral exams by the end of fall term, and complete the prospectus by the middle of spring term. The prospectus conversation must be held by the beginning of week 10 of spring term in the fourth year, so that students may advance to candidacy in a timely manner at the end of spring term.

Written Examination
In this phase, students compose three essays over three 24-hour periods spread out over three weeks (weeks five, six, and seven of fall term in the fourth year). The first essay covers the primary field, with questions submitted by the examiner representing that field; the second covers the secondary field in the same manner; the third essay is comparative, addressing texts from both the primary and secondary fields, with questions submitted by all three examiners. For the primary and secondary field exams, students choose between two questions; for the comparative exam, they choose one of three questions. No exam will cover the foundation field. Instead, the examiners will explore the student’s expertise more deeply by asking questions about reading list materials not covered during the written exams.

Areas of strength and weakness in the project are discussed, and may explore the student’s expertise more deeply by asking questions about reading list materials not covered during the written exams.

While no grade is assigned for performance on the oral exam, the committee may determine recommendations and even requirements for future study, including retaking the oral examination. Recommendations are communicated in person to the student at the conclusion of the exam and in writing to the director of graduate studies as part of the committee chair’s report on the exam. If substantive requirements or concerns have been articulated, the director of graduate studies will determine any official course of action to be taken.

For students who have failed one or more parts of the written exam, no oral examination will be held; instead, the time designated for the oral exam will be dedicated to a meeting with the student, the exam committee, and the director of graduate studies. Participants review the exam performance, discuss a possible retake exam, and/or review the advisability of a terminal master’s degree.

Prospectus and Doctoral Candidacy
By Friday of week five of winter term in the fourth year, the student must designate a dissertation committee, including the dissertation chair and outside reader. The director of graduate studies must approve this committee. For details concerning faculty eligibility, students should refer to the Graduate School’s Dissertation Committee Policy at gradschool.uoregon.edu/committee-policy.

Committee members should be consulted during the process of writing the dissertation prospectus. A first draft of the prospectus should be submitted to the members of the dissertation committee by Friday of week 10 of winter term. A completed draft of the prospectus, approved by all four committee members, must be submitted by Friday of week five of spring term in the fourth year. After final approval from the director of graduate studies, the prospectus conversation is scheduled between weeks seven and nine of spring term.

A prospectus is not a first dissertation chapter; it is a snapshot of the dissertation project as envisioned by the student, prior to the completion of the bulk of his or her research. The prospectus is typically 10 to 15 pages in length. It should include a clear, concise examination of the project’s trajectory: a narrative account of the dissertation’s structure, an outline of chapters, and a justification for the particular authors and texts to be examined. A substantial research bibliography should be appended.

Prospectus Conversation
The prospectus conversation is scheduled between weeks seven and nine of spring term in the fourth year. This conversation, which includes the members of the dissertation committee, is facilitated by the committee chair and helps to develop the student’s plans for the dissertation. Areas of strength and weakness in the project are discussed, and specific recommendations about structure, bibliography, and method are presented. After successful completion of this conversation, and with approval of the director of graduate studies and the graduate committee, the student advances to candidacy.

Dissertation
The dissertation, which is defended in a final oral presentation, is typically completed within two years of advancement to candidacy. Dissertations
in a discipline such as comparative literature can hardly be said to follow
exact specifications, but as a general principle any such project should
involve at least two authors, works, and national literatures, and an
explicit methodological orientation.

Courses

COLT 101. Introduction to Comparative Literature. 4 Credits.
Introduction to the comparative study of literature. Emphasis on literary
genre, world literature, historical period.

COLT 102. Introduction to Comparative Literature. 4 Credits.
Introduction to the comparative study of literature. Emphasis on world
literature in its social and political contexts.

COLT 103. Introduction to Comparative Literature. 4 Credits.
Study of visual culture from around the world.

COLT 108. Workshop: [Topic]. 1-2 Credits.
Repeatable.

COLT 109. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

COLT 211. Comparative World Literature. 4 Credits.
Explores literature from a global standpoint. Examines movement of
literary forms (e.g., genres, motifs, rhetorical modes) from one culture,
region, historical epoch to the next.

COLT 212. Comparative World Cinema. 4 Credits.
Introduces the principles of comparative analysis, exploring the aesthetic,
ideological, and socio-economic exchanges between national cinematic
traditions. Themes vary by instructor. Recent themes include Melodrama,
Zombies, Queer Cinema.

COLT 231. Literature and Society. 4 Credits.
Introduction to the interdisciplinary study of literature in relation to society
and politics. Draws on perspectives from political science, law, sociology,
and related fields.

COLT 232. Literature and Film. 4 Credits.
Introduction to the interdisciplinary study of literature and film. Draws on
perspectives from cinema studies, media aesthetics, and related fields.

COLT 301. Approaches to Comparative Literature. 4 Credits.
Introduction to theory and methods in comparative literature, with some
attention to the history and problems of the discipline.

COLT 302. Theories of Poetry. 4 Credits.
Introduction to the study of poetry and poetic form from a world
perspective. Offered alternate years.

COLT 303. Theories of the Novel. 4 Credits.
Introduction to the study of narrative and the novel from a world
perspective. Offered alternate years.

COLT 304. Theories of Drama. 4 Credits.
Introduction to the study of drama and performance from a world
perspective. Offered alternate years.

COLT 305. Cultural Studies. 4 Credits.
Introduction to the interdisciplinary study of cultural discourses and
practices.

COLT 360. Gender and Identity in Literature. 4 Credits.
Introduction to the study of gender in literature, from Asia to Europe to the
Americas, and from the classics to the late 20th century.

COLT 370. Comparative Comics. 4 Credits.
Examines genre of narrative from a comparative and global standpoint,
reviewing the impact of comics and other visual media on questions of
national, regional, and ethnic identity. Offered alternate years.

COLT 380. Comparative Media: [Topic]. 4 Credits.
Critical analysis of a range of media from a transnational and/or
intercultural perspective. Taught as a hybrid course blending face-to-
face and online learning. Recent topics include Tokyo Cyberpunk, Asian
Horror, Listening to Cinema. Repeatable thrice for a maximum of 16
credits.

COLT 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

COLT 401. Research: [Topic]. 1-21 Credits.
Repeatable.

COLT 403. Thesis. 1-12 Credits.
Repeatable.

COLT 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

COLT 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

COLT 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

COLT 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

COLT 415. Capstone Seminar. 4 Credits.
Senior seminar for all comparative literature students includes
development and presentation of an original research project.

COLT 440. Studies in Genre: [Topic]. 4 Credits.
Analysis of specific literary genres, modes, or both (e.g., lyric poetry,
comedy, allegory). Repeatable when topic changes. Offered every two to
three years.

COLT 450. Comparative Studies in Literature: [Topic]. 4 Credits.
Advanced consideration of the aesthetic (including literary) and cultural
contexts of world film. Repeatable twice when topic changes for
maximum of 12 credits.

COLT 461. Studies in Contemporary Theory: [Topic]. 4 Credits.
Identifies issues in literary or cultural theory for close examination.
Repeatable twice when topic changes for maximum of 12 credits.

COLT 462. Cultural Intersections: [Topic]. 4 Credits.
Studies designate issues between literatures and societies remote
from one another, e.g., “minor” and “major” cultures, Asia and the West.
Repeatable twice when topic changes for maximum of 15 credits.

COLT 470. Studies in Identity: [Topic]. 4 Credits.
Advanced study of gender, ethnicity, and other identity formations in
literature. Repeatable when topic changes. Offered every two to three
years.

COLT 490. Literature and Philosophy: [Topic]. 4 Credits.
Establishes a dialogue between philosophy and literature—as disciplines,
as historical constructions, as value systems. Repeatable twice when
_topic changes for maximum of 15 credits.

COLT 503. Thesis. 1-16 Credits.
Repeatable.

COLT 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

COLT 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

COLT 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
COLT 540. Studies in Genre: [Topic]. 4 Credits.
Analysis of specific literary genres, modes, or both (e.g., lyric poetry, comedy, allegory). Repeatable when topic changes. Offered every two to three years.

Advanced consideration of the aesthetic (including literary) and cultural contexts of world film. Repeatable twice when topic changes for maximum of 12 credits.

COLT 551. Studies in Contemporary Theory: [Topic]. 4 Credits.
Identifies issues in literary or cultural theory for close examination. Repeatable twice when topic changes for maximum of 15 credits.

COLT 552. Cultural Intersections: [Topic]. 4 Credits.
Studies designated issues between literatures and societies remote from one another, e.g., "minor" and "major" cultures, Asia and the West. Repeatable twice when topic changes for maximum of 15 credits.

Advanced study of gender, ethnicity, and other identity formations in literature. Repeatable when topic changes. Offered every two to three years.

COLT 550. Philosophical Problems and Literary Contexts: [Topic]. 4-5 Credits.
Establishes a dialogue between philosophy and literature—as disciplines, as historical constructions, as value systems. Repeatable twice when topic changes for maximum of 15 credits.

COLT 601. Research: [Topic]. 1-16 Credits.
Repeatable.

COLT 603. Dissertation. 1-16 Credits.
Repeatable.

COLT 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

COLT 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

COLT 608. Colloquium: [Topic]. 1-16 Credits.
Repeatable.

COLT 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

COLT 613. Graduate Studies in Translation. 4-5 Credits.
Approaches to literary translation in its theoretical, practical and pedagogical dimensions.

COLT 614. Graduate Studies in Comparative Literature. 5 Credits.
Overview of the state of the discipline. Treats historical and theoretical developments in literary studies including philology and cultural studies; reconsiders the place of comparative literature in a global, pluralistic curriculum.

COLT 615. Graduate Studies in Comparative Literature. 5 Credits.
Survey of contemporary literary theory.

COLT 616. Transmedial Aesthetics. 5 Credits.
Approaches to the analysis of film, photography, video, and new media. Emphasis on intersections between comparison and media theory.

Computer and Information Science

Joseph Sventek, Department Head
541-346-4408

541-346-5373 fax
120 Deschutes Hall
1202 University of Oregon
Eugene OR 97403-1202

Computer science, the study of computation, offers students the challenge and excitement of a dynamically evolving science whose discoveries and applications affect every aspect of modern life. Computer science is a rich intellectual field where practitioners apply a computational approach to address a wide variety of interesting and challenging problems. Computer scientists are engaged in research in core areas of theoretical computer science, computer systems design, algorithms, and programming languages, as well as more application-oriented areas such as databases, networking, and informatics.

The Department of Computer and Information Science (CIS) is committed to a strong research program and a rewarding educational experience for undergraduate and graduate students.

The department offers instruction and opportunities for research in the following areas:

• theoretical computer science
• computational science
• scientific visualization and high-performance computing
• human-computer interaction, visualization
• computer security
• software engineering
• networking
• parallel and distributed computing
• programming languages and compilers
• artificial intelligence
• data science
• universal access
• Internet of things

The department offers bachelor’s, master’s and doctoral degrees; in addition, two undergraduate minors and a selection of service courses are offered for students who want introductory exposure to computers and computer applications. The computer science programs at the university are continually evolving as the discipline matures and as students’ needs change.

Facilities

The Department of Computer and Information Science is housed in Deschutes Hall, which holds faculty and graduate student offices and extensive laboratory space for research and instruction.

Undergraduate majors may use campus computing labs staffed by CIS undergraduate tutors and lab assistants. Undergraduate majors taking upper-division courses and graduate students share a collaborative computing lab for the exclusive use of CIS students. Graduate and undergraduate students engaged in active research also have access to the computing facilities of the associated research lab.

The cognitive modeling and eye-tracking laboratory features multiple Eyegaze eye trackers and a Tobii eye tracker, used to collect and analyze the eye movements people make during human-computer interactions, and to develop eye-controlled user interfaces for people with
Research in high-performance computing and computational science is supported by resources shared among the department, the Computational Science Institute, and the Neuroinformatics Center. In addition, the University of Oregon, through a Major Research Instrumentation Program grant from the National Science Foundation, has created a large-scale computational and storage resource to support multidisciplinary scientific research. The Applied Computational Instrument for Scientific Synthesis (ACISS) is a heterogenous platform managed as a cloud system for computational science, informatics, and data science.

The Advanced Integration and Mining Laboratory fosters research on finding useful patterns from the mountain of data on biology, health, medicine, neuroscience, physiology, and social networks and on integrating data from structurally and semantically heterogeneous resources such as databases, online social networks, and the World Wide Web.

The Oregon Network Research Group Laboratory features an array of high-end servers, experimental test beds, and mass storages for developing and testing of new network protocols, conducting large-scale network measurement and data analysis.

The Network and Security Research Laboratory features hardware and software facilities devoted to experimentation, simulation, and analysis of various computer networking techniques (such as Internet routing, software-defined networking, online social networking, and Internet of things), malicious network attacks (such as distributed denial-of-service attacks, traffic route hijacking, Internet worms, botnets, Sybil attacks), and cyberdefense technologies (such as firewalls, antiphishing solutions, distributed denial-of-service defense, IP spoofing prevention, Internet routing security, Internet privacy protection, and Internet of things security and privacy).

The Ubiquitous Computing Laboratory uses a mix of custom-designed and commercial hardware to study the application of assistive software to everyday living. Researchers are particularly interested in the design of software for those with impairments that limit their use of commercial, off-the-shelf software.

The Research Group on Computing and Data-Understanding at Extreme Scale (CDUX) pursues problems in scientific visualization, high-performance computing, scientific computing, and computer graphics, and especially focuses on problems where these areas intersect. The group performs research for the Department of Energy, the National Science Foundation, and private companies, delivered in widely used software tools such as the VisIt visualization tool, and helps develop new tools, like VTK-m, a library for many-core visualization and analysis.

The High-Performance Computing Laboratory conducts research in several areas, including static analysis of software for building performance models and detecting security vulnerabilities, source-to-source approaches for semantics-preserving (e.g., performance optimization) and semantics-modifying (e.g., security-vulnerability fixes, automatic differentiation) transformations. The lab also performs research in modeling run-time characteristics of software, and developing and employing numerical optimization techniques for maximizing multiple run-time objectives (performance, energy efficiency, resilience).

Software engineering is applied to two emerging areas: data science and the Internet of Things. The Flare Project is exploring new tools for data science and especially focuses on problems where these areas intersect. The group performs research for the Department of Energy, the National Science Foundation, and private companies, delivered in widely used software tools such as the VisIt visualization tool, and helps develop new tools, like VTK-m, a library for many-core visualization and analysis.

The Foundry Project is exploring software frameworks to support the Internet of Things with a specific emphasis on reworking distributed algorithms that were devised in an era when cyber-security was less of a threat.

In addition, the university is a member of Internet2, a high-speed network connecting major research institutions.

**Careers**

The undergraduate program is designed to prepare students for professional careers or graduate study. The field of computer science, which has become increasingly interdisciplinary over the past decade, offers a rich array of opportunities in fields as disparate as medicine, manufacturing, and the media as well as the computer industry.

Graduates come away with confidence that they can specify, design, and build large software systems; analyze the effectiveness of computing techniques for a specific problem; and work effectively in problem-solving teams. The master of arts (MA) and master of science (MS) degree programs prepare students for higher-level positions in the areas described above as well as for teaching positions in community colleges. The PhD degree program trains students as scientists for advanced research in specialized areas of computer science and for teaching in universities.

**Faculty**


Kathleen Freeman Hennessy, senior instructor; director of undergraduate studies. BS, 1982, Bucknell; PhD, 1993, Oregon. (2011)


Jun Li, professor (computer and network security, network architectures and protocols, distributed systems). BS, 1992, Peking; ME, 1995,


Joseph Sventek, professor (complex event processing, Internet of Things). BS, 1973, Rochester; PhD, 1979, California, Berkeley. (2014)

Dave Wilkins, instructor. BA, 1965, Whitman College; MS, 1971, Oregon (2010)


Emeriti


Eugene M. Luks, professor emeritus. BS, 1960, City University of New York, City College; PhD, 1966, Massachusetts Institute of Technology. (1983)

Andrzej Proskurowski, professor emeritus. MS, 1967, Warsaw Technical; PhD, 1974, Royal Institute of Technology, Stockholm. (1975)

Kent A. Stevens, professor emeritus. BS, 1969, MS, 1971, California, Los Angeles; PhD, 1979, Massachusetts Institute of Technology. (1982)

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

Participating

Heidi Kaufman, English

Amy K. Lobben, geography

Marc Schlossberg, planning, public policy and management

McKay M. Sohier, special education and clinical sciences

Jeffrey Stolet, music

Don M. Tucker, psychology

- Bachelor of Arts
- Bachelor of Science
- Computer and Information Science Minor
- Computer Information Technology Minor

Undergraduate Studies

The Department of Computer and Information Science offers a major and a minor in computer and information science, a major in mathematics and computer science, and a minor in computer information technology.

The computer and information science major is intended for students who want to study computers and computation with strong mathematical and scientific foundations. The mathematics and computer science major emphasizes formal and abstract problem solving complemented by computational methods and computer technologies. This program, administered jointly with the Department of Mathematics, is described in the Mathematics and Computer Science section of this catalog. Both of these majors lead to the bachelor of arts (BA) or bachelor of science (BS) degrees.

Students majoring in computer and information science may choose to focus their studies in one of several areas of specialization, or tracks, which build on the standard CIS core requirements. Each track specifies a set of coordinated choices for fulfilling upper-division computer science and other elective requirements. Students interested in specializing in a track should contact their advisor as early as possible. Current computer science tracks include foundations, software development, computer networks, database and informatics, multimedia, business information systems, computational science, and security.

Preparation

High school students who plan to major in computer and information science should pursue a strong academic program, including substantial work in mathematics, the sciences, and writing. Courses in algebra, geometry, trigonometry, and more advanced topics should be included. Courses in computer programming or computer technology are useful but not required. Upon arrival at the university, students should consult with a CIS advisor to determine the entry-level course best suited to the student’s background.

Transfer and Second Baccalaureate Students

Transfer and second baccalaureate students should consult the online Interactive Transfer Catalog as well as a CIS advisor to determine whether computer science, mathematics, and science courses they have taken fulfill the major requirements. Completing only general-university requirements prior to transferring to the University of Oregon will not be sufficient preparation to complete a CIS degree in two years.

Students attending community college in Oregon are encouraged to obtain the associate of arts Oregon transfer degree or the associate of science Oregon transfer degree in computer science before entering the University of Oregon. While earning this degree, community college
transfer students should take discrete mathematics and computer science. In addition, calculus and laboratory science are recommended.

**Bachelor of Arts Degree Requirements**

To earn a BA in computer and information science, majors must complete the requirements for a BS in addition to demonstrating proficiency in a second language. Computer and information science majors must complete at least 60 credits of CIS courses, of which 24 must be earned in residence at the University of Oregon. In addition, majors must complete 28 credits in mathematics, 12 credits in the sciences, and 4 credits of technical or business writing. The specific requirements for the CIS major fall into five categories: core courses, track and elective courses, mathematics, writing, and science.

Computer Science I (CIS 210), Computer Science II (CIS 211), Computer Science III (CIS 212), Elements of Discrete Mathematics I (MATH 231), and Elements of Discrete Mathematics II (MATH 232) must be passed with a grade of B– or better before students can take the upper-division core courses. Courses required for the major must be taken for a letter grade; upper-division electives in CIS courses numbered 410 or higher (12 credits) must also be taken for a letter grade. Upper-division courses must be passed with a grade of C– or better.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses: Lower Division</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 210–212</td>
<td>Computer Science I-III</td>
<td>12</td>
</tr>
<tr>
<td>MATH 231–232</td>
<td>Elements of Discrete Mathematics I-II</td>
<td>8</td>
</tr>
<tr>
<td><strong>Core Courses: Upper Division</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 313</td>
<td>Intermediate Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CIS 314</td>
<td>Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>CIS 315</td>
<td>Intermediate Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CIS 330</td>
<td>C/C++ and Unix</td>
<td>4</td>
</tr>
<tr>
<td>CIS 415</td>
<td>Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>CIS 422</td>
<td>Software Methodology I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 425</td>
<td>Principles of Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core Courses: Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MATH 251–252</td>
<td>Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 261–262</td>
<td>Calculus with Theory I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 246–247</td>
<td>Calculus for the Biological Sciences I-II</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MATH 347</td>
<td>Fundamentals of Number Theory I</td>
<td></td>
</tr>
<tr>
<td>or MATH 352</td>
<td>Elementary Numerical Analysis II</td>
<td></td>
</tr>
<tr>
<td>or MATH 391</td>
<td>Fundamentals of Abstract Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>or MATH 263</td>
<td>Calculus with Theory III</td>
<td></td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td></td>
</tr>
<tr>
<td>or MATH 425</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses: Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 12 credits from the following:</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CH 111</td>
<td>Introduction to Chemical Principles</td>
<td></td>
</tr>
</tbody>
</table>

1. To support interdisciplinary study, students on any track are encouraged to complete a minor (typically 24–32 credits) or major in a computing-related field. Students who complete a minor (other than computer information technology or mathematics) or another major (including mathematics) in a computing-related field may, with the approval of the Undergraduate Education Committee, replace the CIS laboratory science requirement with the completed minor or major.

2. Students are encouraged to complete the accompanying lab courses.

3. Physics is recommended for networks track students.

4. If Experimental Course: [Topic] (CIS 410) courses are applied, they must have different topic subtitles to satisfy this requirement.
A maximum of 8 credits in courses numbered 399–409. None of these courses may be taken for more than 4 credits when used to satisfy this requirement. Special Studies: [Topic] (CIS 399), Seminar: [Topic] (CIS 407), and Experimental Course: [Topic] (CIS 410) courses must have different topic subtitles to satisfy this requirement.

The mathematics elective is selected from mathematics courses with a prerequisite of Calculus II (MATH 252) or higher, or from theoretical computer science courses. A list of theoretical computer science courses is available in the computer science office or the department website.

**Bachelor of Science Degree Requirements**

To earn a BS in computer and information science, majors must complete at least 60 credits of CIS courses, of which 24 must be earned in residence at the University of Oregon. In addition, majors must complete 28 credits in mathematics, 12 credits in the sciences, and 4 credits of technical or business writing. The specific requirements for the CIS major fall into six categories: core courses, track courses, electives, mathematics, writing, and science.

Core courses in the lower division must be passed with a grade of B– or better before students can take the upper-division core courses. Upper-division core courses must be passed with a grade of C– or better.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses: Lower Division</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 210–212</td>
<td>Computer Science I-III</td>
<td>12</td>
</tr>
<tr>
<td>MATH 231–232</td>
<td>Elements of Discrete Mathematics I-II</td>
<td>8</td>
</tr>
<tr>
<td><strong>Core Courses: Upper Division</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 313</td>
<td>Intermediate Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CIS 314</td>
<td>Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>CIS 315</td>
<td>Intermediate Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CIS 330</td>
<td>C/C++ and Unix</td>
<td>4</td>
</tr>
<tr>
<td>CIS 415</td>
<td>Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>CIS 422</td>
<td>Software Methodology I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 425</td>
<td>Principles of Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core Courses: Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MATH 251– 252</td>
<td>Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 261– 262</td>
<td>Calculus with Theory I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 246– 247</td>
<td>Calculus for the Biological Sciences I-II</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MATH 347</td>
<td>Fundamentals of Number Theory I</td>
<td></td>
</tr>
<tr>
<td>or MATH 352</td>
<td>Elementary Numerical Analysis II</td>
<td></td>
</tr>
<tr>
<td>or MATH 391</td>
<td>Fundamentals of Abstract Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>or MATH 263</td>
<td>Calculus with Theory III</td>
<td></td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td></td>
</tr>
<tr>
<td>or MATH 425</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses: Science</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Select 12 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 111</td>
<td>Introduction to Chemical Principles</td>
<td></td>
</tr>
<tr>
<td>or CH 113</td>
<td>The Chemistry of Sustainability</td>
<td></td>
</tr>
<tr>
<td>or CH 221</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>or CH 224H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>BI 211,213</td>
<td>General Biology I,II</td>
<td></td>
</tr>
<tr>
<td>or BI 211–212</td>
<td>General Biology I-Il</td>
<td></td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
<tr>
<td>or CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td><strong>Earth Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 201</td>
<td>Earth's Interior Heat and Dynamics</td>
<td></td>
</tr>
<tr>
<td>GEOL 202</td>
<td>Earth Surface and Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>GEOL 203</td>
<td>Evolution of the Earth</td>
<td></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 141</td>
<td>The Natural Environment</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 321</td>
<td>Climatology</td>
<td></td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>2,3</td>
<td></td>
</tr>
<tr>
<td>PHYS 201– 203</td>
<td>General Physics</td>
<td></td>
</tr>
<tr>
<td>or PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind and Brain</td>
<td></td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 304</td>
<td>Biopsychology</td>
<td></td>
</tr>
<tr>
<td>PSY 348</td>
<td>Music and the Brain</td>
<td></td>
</tr>
<tr>
<td><strong>Core Course: Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 320</td>
<td>Scientific and Technical Writing</td>
<td>4</td>
</tr>
<tr>
<td>or WR 321</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td><strong>Electives: Upper Division</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division CIS courses in student’s chosen track (track information below)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Upper-division CIS courses in student’s chosen track, honors thesis, capstone project, or other upper-division courses 4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Upper-division mathematics or theoretical computer science course 5,6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>104</td>
<td></td>
</tr>
</tbody>
</table>

1. To support interdisciplinary study, students on any track are encouraged to complete a minor (typically 24–32 credits) or major in a computing-related field. Students who complete a minor (other than computer information technology or mathematics) or another major (including mathematics) in a computing-related field may, with the approval of the Undergraduate Education Committee, replace the CIS laboratory science requirement with the completed minor or major.

2. Students are encouraged to complete the accompanying lab courses.

3. Physics is recommended for networks track students.

4. If Experimental Course: [Topic] (CIS 410) courses are applied, they must have different topic subtitles to satisfy this requirement.
A maximum of 8 credits in courses numbered 399–409. None of these courses may be taken for more than 4 credits when used to satisfy this requirement. Special Studies: [Topic] (CIS 399), Seminar: [Topic] (CIS 407), and Experimental Course: [Topic] (CIS 410) courses must have different topic subtitles to satisfy this requirement. The mathematics elective is selected from mathematics courses with a prerequisite of Calculus II (MATH 252) or higher, or from theoretical computer science courses. A list of theoretical computer science courses is available in the computer science office or the department website.

Upper-Division Electives
In addition to the core CIS, mathematics, science, and writing courses, computer and information science majors must complete 20 credits of upper-division computer science and 4 credits of upper-division mathematics or theoretical computer science. Students complete at least 12 of their upper-division CIS credits with courses from their selected track; the 8 remaining upper-division credits may be additional track courses, an honors thesis, capstone project, or upper-division electives. A maximum of 8 credits in CIS courses, numbered 399–409, may be applied to the upper-division electives requirement. Courses numbered 400–409 may be taken for a maximum of 4 credits when used to satisfy this requirement. Courses numbered 399, 407, or 410 may be repeated with different course subtitles. Special Studies: [Topic] (CIS 399) and Experimental Course: [Topic] (CIS 410) courses used as upper-division electives must have a prerequisite of CIS 313 and have regular weekly class meetings and homework assignments.

The mathematics elective is selected from upper-division mathematics courses with a prerequisite of MATH 252 or higher, or from theoretical computer science courses. A list of courses is available in the computer science office or the department website.

Tracks
Tracks highlight areas of specialization within the department and guide student elective choices. Each track has an approved list of CIS courses, available from the computer science office or the department website. Tracks may also include recommended science or mathematics courses or a recommended minor in another field.

Foundations Track
The foundations track is the most general track, allowing a student to choose a set of electives tailored to his or her interests and intended choice of career.

Software Development Track
The software development track prepares students for careers in software engineering, software project management, software quality assurance, and other areas involving the creation of software. Course work focuses on solving problems related to the cost of development as well as the quality of the software delivered in complex software projects.

Computer Networks Track
The computer networks track prepares students for careers as network systems administrators, network protocol developer-programmers, or network security specialists in a wide range of environments, including educational institutions, business enterprises, and government agencies, as well as for advanced graduate studies and research in the field of computer networks. Course work encompasses most aspects of network theory and practice.

Database and Informatics Track
The database and informatics track prepares students for careers in database application programming, database design, doctoral work in business administration, and graduate work in informatics and database theory. Course work includes data structures, data architecture, and data mining.

Multimedia Track
The computational arts: multimedia track, designed for computer and information science majors who plan to work in the field of multimedia arts, prepares the student for artistic and technical aspects of this area.

Business Information Systems Track
Graduates in the business information systems track are qualified to work as analysts, managers, developers, or consultants, and to enter leadership-development programs. Completion of this track, combined with professional work experience and economics courses, prepares students to enter the Lundquist College of Business MBA program at the University of Oregon, and MBA programs at other universities.

Computational Science Track
The computational science track prepares students to apply computational and mathematical techniques to the analysis and management of biological data. Course work in this track combines depth in applied and formal aspects of computer science with rigorous training in biology.

Security Track
The security track provides a foundation in topics and concepts relating to the security of computer systems and networks. It prepares students to work as security analysts and provides a highly desirable skill set for all employers, ranging from software engineers to administrators, in both the private and government sectors. It also provides a foundation for further graduate study and research in security. Course work encompasses a strong understanding of computer systems and networks and their security, and can be tailored to a more theoretical or more applied focus.

Preparation for the Major
Students who take Computer Science I (CIS 210) are expected to have completed Elementary Functions (MATH 112) or the equivalent and to have prior programming experience from a high school course, through employment, or in a course such as Introduction to Programming and Problem Solving (CIS 122). Students who are unsure about their level of programming preparation should meet with a CIS advisor.

Sequence of Courses for Students with Programming Experience and Mathematical Background

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 231–232</td>
<td>Elements of Discrete Mathematics I-II</td>
</tr>
<tr>
<td>CIS 210–212</td>
<td>Computer Science I-II</td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
Sequence of Courses for Students without Programming Experience and Mathematical Background

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
</tr>
<tr>
<td>Select one of the following: 1</td>
<td></td>
</tr>
<tr>
<td>CIS 105</td>
<td>Explorations in Computing</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Introduction to Web Programming</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>MATH 231–232</td>
<td>Elements of Discrete Mathematics I-II 2</td>
</tr>
<tr>
<td>CIS 210–212</td>
<td>Computer Science I-III 2</td>
</tr>
<tr>
<td>Total Credits:</td>
<td>28</td>
</tr>
</tbody>
</table>

1 Taken either in first term or first year. Students are encouraged to take more than one course. CIS 122 strongly recommended.
2 Taken in either second term or second year.

Major Progress Review and Major in Good Standing

Each major must meet with a computer science advisor and file the Major Progress Review form while taking Intermediate Data Structures (CIS 313) or Computer Organization (CIS 314). Mathematics and CIS core courses and at least 12 credits of CIS upper division elective courses numbered 410 or higher must be taken for letter grades and passed with grades of C– or better. Other courses used to satisfy the major requirements may be taken for letter grades or pass/no pass. Grades of C– or better or P must be earned in these courses. At least 12 of the CIS upper-division credits applied to the degree must be taken in residence at the university. A student who receives two grades below C– in the upper-division core, or three grades below C– in any CIS upper-division courses, will be removed from the major.

Mathematics and Computer Science

The Department of Computer and Information Science and the Department of Mathematics jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This program is described in the Mathematics and Computer Science section of this catalog. This major prepares students for a wide range of careers in the high tech industry, for advanced graduate study, and for careers as middle school and high school teachers.

Honors Program

Students with a GPA of 3.50 or higher in computer and information science and a cumulative GPA of 3.50 or higher are encouraged to apply to the department honors program after completing Intermediate Data Structures (CIS 313), Computer Organization (CIS 314), Intermediate Algorithms (CIS 315), and C/C++ and Unix (CIS 330). The application form is available in the department office. To graduate with departmental honors, a student must write a thesis under the supervision of a faculty member.

Internships

Practical work experience in the software industry is seen as a valuable complement to academic course work. The department works with students to place them in internship positions in the summer and throughout the academic year. Students may also use the services of the UO Career Center and other agencies to identify internship opportunities. Majors may receive academic credit for internships. To earn upper-division elective credit for an internship, the work experience must be at a technical level beyond Intermediate Data Structures (CIS 313) and be sponsored by a CIS faculty member. A contract signed by the faculty sponsor, internship supervisor, and the student must be filed with the department before the internship begins.

Research

Faculty members in the computer and information science department receive grants from government, industry, and private sources to conduct research in their areas of expertise. Undergraduate majors are encouraged to take part in the various research groups in the department. Most students begin approaching faculty members for such opportunities while taking the 300-level courses. Research can be used to fulfill upper-division electives, as part of an honors thesis, or in some cases as a paid internship.

Awards and Honor Societies

The Erwin and Gertrude Juilfs Scholarship in Computer and Information Science, in honor of Erwin and Gertrude Juilfs, is awarded to one or more students who show exceptional promise for achievement as evidenced by grade point average, originality of research, or other creative activities.

The Geoffrey Eric Wright Outstanding Junior Award, in honor of CIS student Geoffrey Wright, is a scholarship for students displaying high-quality academic performance, commitment to learning, and a promise of further outstanding achievement in computer and information science and its applications.

The J. Donald Hubbard Scholarship in Computer and Information Science, in honor of J. Donald Hubbard, recognizes an undergraduate or graduate student who shows outstanding promise for achievement as evidenced by grade point average, originality of research, or other creative activities.

The Erwin and Gertrude Juilfs Scholarship in Computer and Information Science has been established as a permanent endowment to provide a source of income supporting a scholarship for outstanding undergraduate CIS students. This scholarship is based on overall quality of academic work, commitment to learning, and potential for further academic achievement. Preference is given to resident Oregon students with financial need, as determined by the UO Office of Student Financial Aid and Scholarships.

Students with outstanding academic accomplishments may be invited to become members of Upsilon Pi Epsilon, the international honor society in computer science.

Minor Requirements

Computer and Information Science Minor

The minor in computer and information science introduces the theories and techniques of computer science and develops programming skills that are applicable to the student’s major. It is a strong complement to a major in any of the sciences and in related fields such as multimedia arts.
Students from all majors have found their career opportunities enhanced through the CIS minor.

Before enrolling in upper-division courses, students planning a minor in computer and information science must file an application form with the department. Each student should consult with a CIS faculty advisor to plan the minor program.

Courses applied to the CIS minor must be completed with grades of C– or better.

Lower-Division Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 210–212</td>
<td>Computer Science I-III</td>
<td>12</td>
</tr>
<tr>
<td>MATH 231–232</td>
<td>Elements of Discrete Math III</td>
<td>8</td>
</tr>
</tbody>
</table>

Upper-Division Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 313</td>
<td>Intermediate Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Total Credits 32

1 Classes number CIS 399-409 with departmental permission only

Computer Information Technology Minor

The minor in computer information technology (CIT) prepares students to work with evolving technologies for work environments that require development and management of web applications, databases, computer networks, open-source platforms, and cloud computing. It provides practical experience in understanding the tools and technologies of the computing field. It goes well with majors in the professional schools such as business and journalism and is an excellent match with almost any major on campus.

Before enrolling in CIT upper-division courses, students planning a minor in computer information technology must file an application form with the department. Each student should consult with an assigned CIT faculty advisor to plan the minor program.

Lower-division courses must be completed with grades of B– or better. Upper-division courses must be taken in sequence and are offered only once a year. Upper-division courses must be completed with grades of C– or better.

Lower-Division Courses

<table>
<thead>
<tr>
<th>Option 1:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>12</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Fluency with Information Technology</td>
</tr>
<tr>
<td>CIS 281</td>
<td>Introduction to Web Programming</td>
</tr>
<tr>
<td>CIT 281</td>
<td>Web Applications Development I</td>
</tr>
</tbody>
</table>

Option 2:

| CIS 111 | Introduction to Web Programming |
| CIS 115 | Multimedia Web Programming |
| CIT 281 | Web Applications Development I |

Upper-Division Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 381</td>
<td>Database Systems</td>
<td>4</td>
</tr>
<tr>
<td>CIT 382</td>
<td>Web Applications Development II</td>
<td>4</td>
</tr>
<tr>
<td>CIT 383</td>
<td>Networking Fundamentals</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 24

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Computer and Information Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming</td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 210</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Elements of Discrete Math I</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 16

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 212</td>
<td>Computer Science III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 212</td>
<td>Computer Science III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 48
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>CIS 313</td>
<td>Intermediate Data Structures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIS 314</td>
<td>Computer Organization</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education social science course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>CIS 315</td>
<td>Intermediate Algorithms</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIS 330</td>
<td>C/C++ and Unix</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics elective</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education arts and letters course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Science in Computer and Information Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>CIS 210</td>
<td>Computer Science I</td>
<td>4</td>
<td>Need B- or better for majors</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Elements of Discrete Mathematics I</td>
<td>4</td>
<td>Need B- or better for majors</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>CIS 425</td>
<td>Principles of Programming Languages</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course with CIS subject code</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>---------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Credits</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>CIS 211</td>
<td>Computer Science II</td>
<td>4</td>
<td>Need B- or better for majors</td>
</tr>
<tr>
<td>MATH 232</td>
<td>Elements of Discrete Mathematics II</td>
<td>4</td>
<td>Need B- or better for majors</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 212</td>
<td>Computer Science III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>Credits</td>
<td>16</td>
</tr>
<tr>
<td>CIS 313</td>
<td>Intermediate Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CIS 314</td>
<td>Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education social studies course that also satisfies a multicultural requirement</td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td>Credits</td>
<td>16</td>
</tr>
<tr>
<td>CIS 315</td>
<td>Intermediate Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CIS 330</td>
<td>C/C++ and Unix</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics elective</td>
<td>Choose two courses from MATH 233, 253, 263, 341, or 425/343</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Fall</td>
<td>Upper-division elective course with CIS subject code</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics elective</td>
<td>Choose two courses from MATH 233, 253, 263, 341, or 425/343</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>Credits</td>
<td>12</td>
</tr>
<tr>
<td>CIS 320 or WR 321</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
</tr>
<tr>
<td>Spring</td>
<td>Credits</td>
<td>12</td>
</tr>
<tr>
<td>WR 320 or WR 321</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

- Master of Arts
- Master of Science
- Doctor of Philosophy
Graduate Studies

The department offers programs leading to the master of arts (MA), master of science (MS), and doctor of philosophy (PhD).

Master's Degree Program

Admission

Admission to the master's degree program in computer and information science is competitive. It is based on prior academic performance, Graduate Record Examinations (GRE) scores, and computer science background. Minimum requirements for admission with graduate master's status are as follows:

1. Documented knowledge of
   a. Principles of computer organization and operating systems
   b. Programming languages
   c. Program development and analysis
   d. Data structures and algorithm analysis
2. GRE scores on the general test. The computer science test is optional.
3. A score of at least 100 on the Internet-based option of the Test of English as a Foreign Language (TOEFL iBT) or a score of 7.0 on the International English Language Testing System (IELTS) for applicants who have no justification for a waiver. Applicants may be required to study one or more terms at the university’s American English Institute or elsewhere before taking any graduate work in the department. International applicants for teaching assistantships who score at least 26 on the speaking section of the TOEFL iBT will not have to take the Speaking Proficiency English Assessment Kit (SPEAK) test upon arrival at the university.
4. Three letters of recommendation, a statement of purpose, and unofficial transcripts (via online application). Note that official transcripts are sent to the UO Office of Admissions.

Grades from previous course work should indicate the ability to maintain at least a 3.00 grade point average in graduate-level courses.

Application materials should be submitted by December 15 for admission, via GradWeb (http://gradweb.uoregon.edu), for the following fall term.

Admission to the master's degree program requires the substantive equivalent of an undergraduate degree in computer science. A second bachelor's degree program can be used to gain the required level of computer science background. Students without this background may be admitted conditionally and required to complete remedial course work before achieving unconditional standing in the program.

Master of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 621</td>
<td>Algorithms and Complexity</td>
<td>4</td>
</tr>
<tr>
<td>CIS 624</td>
<td>Structure of Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>CIS 630</td>
<td>Distributed Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Cluster Courses

Required course 1

Two depth courses from cluster 1

Electives

Select 30 credits from the following:

CIS 601 & CIS 605 Research: [Topic] and Reading and Conference: [Topic] 2
CIS 503 Thesis (plus 4 credits from CIS 601–608 for either course selected) 3
CIS 609 Final Project

CIS 510 Experimental Course: [Topic] 4
CIS 610 Experimental Course: [Topic]

CIS 601–CIS 608 5

Twelve credits in courses outside department in area closely related to professional goals 6

Departmental courses numbered 500 or higher

Total Credits 54

1 A list of clusters is available in the department office.
2 Up to 8 credits.
3 Up to 12 credits.
4 Must receive approval from the graduate education committee.
5 Up to 8 credits for master's students who do not complete a thesis or final project.
6 Courses must be approved by the student's academic advisor; options include courses in linguistics, mathematics, physics, and psychology.

Master of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 621</td>
<td>Algorithms and Complexity</td>
<td>4</td>
</tr>
<tr>
<td>CIS 624</td>
<td>Structure of Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>CIS 630</td>
<td>Distributed Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Cluster Courses

Required course 1

Two depth courses from cluster 1

Electives

Select 30 credits from the following:

CIS 601 & CIS 605 Research: [Topic] and Reading and Conference: [Topic] 2
CIS 503 Thesis (plus 4 credits from CIS 601–608 for either course selected) 3
CIS 609 Final Project

CIS 510 Experimental Course: [Topic] 4
CIS 610 Experimental Course: [Topic]

CIS 601–CIS 608 5

Twelve credits in courses outside department in area closely related to professional goals 6

Departmental courses numbered 500 or higher

Total Credits 54

1 A list of clusters is available in the department office.
2 Up to 8 credits.
3 Up to 12 credits.
4 Must receive approval from the graduate education committee.
5 Up to 8 credits for master's students who do not complete a thesis or final project.
Courses must be approved by the student’s academic advisor; options include courses in linguistics, mathematics, physics, and psychology.

**Complex Software Systems**

Students must show competency in the design and implementation of software systems by taking one course that requires a substantial programming project. A list of courses that satisfy this requirement is available in the department office.

**Grade Requirements**

The 24 credits in the required courses and the cluster courses must be passed with grades of B– or better. As many as 12 of the 30 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 GPA must be maintained for courses taken in the program.

**Master’s Thesis**

The research option requires a written thesis and 9 to 12 credits in Thesis (CIS 503). Thesis research is supervised by a faculty advisor; this advisor and other faculty members constitute the thesis committee. The master’s thesis is expected to be scholarly and to demonstrate mastery of the practices of computer science. This option is recommended for students who plan subsequent PhD research.

**Master’s Project**

The project option requires a minimum of 9 credits, and as many as 12, in Final Project Final Project (CIS 609).

Under the supervision of a faculty member, the project may entail a group effort involving several master’s degree students.

**Accelerated Master’s Degree Program**

This program is open to students who earn a BS or BA degree in computer and information science at the University of Oregon and who want to enter the master’s degree program.

If a UO undergraduate takes one or two 400-level electives that also are offered as 500-level courses, the student can petition the department to have 4 or 8 credits deducted from the total number of elective credits required for the master’s degree. The student must earn an A– or better in the 400-level course and have an overall GPA of 3.50 in upper-division CIS courses to participate in this accelerated master’s program. Note that all admission procedures, as outlined in the Master’s Degree Program (p. 157) section, are also applicable. Applications are available in the department office.

**Awards and Honor Societies**

The Erwin and Gertrude Juliffs Scholarship in Computer and Information Science, in honor of Erwin and Gertrude Juliffs, is awarded to one or more students who show exceptional promise for achievement as evidenced by grade point average, originality of research, or other creative activities.

The J. Donald Hubbard Scholarship in Computer and Information Science, in honor of J. Donald Hubbard, recognizes an undergraduate or graduate student who shows outstanding promise in the fields of computer-human interaction, computer graphics, or multimedia.

The Gurdeep Pall Scholarship in Computer and Information Science, in honor of Gurdeep Pall, is awarded to a student based on the overall quality of their academic work, their commitment to learning, and their potential for further academic achievement.

Students with outstanding academic accomplishments may be invited to become members of Upsilon Pi Epsilon, the international honor society in computer science.

**Doctoral Degree Program**

The doctor of philosophy in computer and information science is, above all, a high-quality degree that is not conferred simply for the successful completion of a specified number of courses or years of study. It is a degree reserved for students who demonstrate a comprehensive understanding of computer science and an ability to do creative research. Each PhD student produces a significant piece of original research, presented in a written dissertation and defended in an oral examination.

The PhD program is structured to facilitate the process of learning how to do research. Students begin by taking required courses to build a foundation of knowledge that is essential for advanced research. Early in the program the student gains research experience by undertaking a directed research project under the close supervision of a faculty member and the scrutiny of a faculty committee. In the later stages of the program, students take fewer courses and spend most of their time exploring their dissertation area to learn how to identify and solve open problems. The final steps are to propose an independent research project, do the research, and write and defend a dissertation.

**Admission**

Application materials should be submitted by December 15 for the following fall term. Materials include everything required for admission to the master’s program as well as a discussion of the anticipated research area.

Students who enter the UO with a master’s degree may petition the Graduate Education Committee for credit toward the course requirements listed below, indicating how their prior graduate work corresponds to these courses. See the graduate coordinator for the petition.

**PhD Degree Requirements**

<table>
<thead>
<tr>
<th>Core Courses 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 621</td>
<td>Algorithms and Complexity 4</td>
</tr>
<tr>
<td>CIS 624</td>
<td>Structure of Programming Languages 4</td>
</tr>
<tr>
<td>CIS 630</td>
<td>Distributed Systems 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cluster Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required course 2</td>
<td>4</td>
</tr>
<tr>
<td>Two depth courses from cluster 2</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve credits of 500-level courses (including 510 courses) 3</td>
<td>12</td>
</tr>
<tr>
<td>Twelve credits of 600-level courses 3</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits** 48

1 Courses must be taken by the end of the student’s second year.
2 Selected from a list of approved clusters. This list is updated each year to reflect experimental and other courses offered that year.
3 For graduate-level courses taken in other UO departments, a petition to the Graduate Education Committee is required.

PhD candidates who enter the program without a master’s degree in computer science must take 48 credits in graduate course work including the core and cluster courses required for the MS program. Doctoral
students must earn a minimum grade of B– and an overall GPA of 3.50 in the six courses they use to satisfy the core and cluster requirements.

Minimum Annual Enrollment

PhD students are expected to enroll in at least 6 credits of 600-level course work each year until their advancement to candidacy. Research: [Topic] (CIS 601), Dissertation (CIS 603), and Reading and Conference: [Topic] (CIS 605) do not satisfy this requirement. After candidacy, PhD students are encouraged to continue participation in 600-level courses

Directed Research Project

Complete a directed research project, which is supervised by a faculty member and evaluated by a faculty committee. The research project comprises the following:

1. The definition and expected results of the project in the form of a Directed Research Project Contract
2. Delivery of the materials constituting the results of the project and oral presentation of the results
3. A private oral examination by the committee members

Status Change

PhD candidates are admitted conditionally. Successful completion of the directed research project leads to a change in the student’s doctoral status from conditional to unconditional.

Dissertation Advisory Committee

After successfully completing the directed research project, PhD students form a Dissertation Advisory Committee chaired by their research advisor. The main role of the committee is to advise the student between completion of the research project and mounting the dissertation defense. The committee takes primary responsibility for evaluating student progress. In addition, it approves the plan for the oral comprehensive examination, which in turn is approved by the graduate education committee. See the graduate coordinator for further instructions.

Area Examination

The student chooses an area of research and works closely with an advisor to learn the area in depth by surveying the current research and learning research methods, significant achievements, and how to pose and solve problems. The student gradually assumes a more independent role and prepares for the area examination, which tests depth of knowledge in the research area. The examination contains the following:

1. A survey of the area in the form of a position paper and an annotated bibliography
2. A public presentation of the position paper
3. A private oral examination by committee members

Advancement to Candidacy

After the area examination, the committee decides whether the student is ready for independent research work; if so, the student is advanced to candidacy.

Dissertation and Defense

Identify a significant unsolved research problem and submit a written dissertation proposal to the dissertation committee. The dissertation committee, comprising three department members and one member from an outside department, is approved by the graduate education committee. In addition to these four, the dissertation committee often includes a fifth examiner. This outside examiner should be a leading researcher in the candidate’s field who is not at the University of Oregon. The outside member should be selected a year before the candidate’s dissertation defense, and no later than six months before.

The student submits a written dissertation proposal to the committee for approval, and the proposal is then submitted to the graduate education committee. The proposal presents the research problems to be tackled, related research, methodology, anticipated results, and work plan. The committee may request an oral presentation, similar to the area exam, which allows the student to explain and answer questions about the proposed research. The student then carries out the research.

The final stage is writing a dissertation and defending it in a public forum by presenting the research and answering questions about the methods and results. The dissertation committee may accept the dissertation, request small changes, or require the student to make substantial changes and schedule another defense

Graduate School Requirements

PhD students must meet the requirements set by the Graduate School as listed in that section of this catalog

Research Areas

It is important that a PhD student be able to work effectively with at least one dissertation advisor. Hence the student should identify, at an early stage, one or more areas of research to pursue. The student should also find a faculty member with similar interests to supervise the dissertation.

Courses

CIS 105. Explorations in Computing. 4 Credits.
Overview of basic ideas and areas of computer science: includes algorithms, hardware, machine organization, programming languages, networks, artificial intelligence, and associated ethical issues.

CIS 110. Fluency with Information Technology. 4 Credits.
Introduction to information technology (IT), the study of computer-based information systems. Basics of the Internet and World Wide Web. Students create websites using XHTML and CSS.

CIS 111. Introduction to Web Programming. 4 Credits.
Project-based approach to learning computer programming by building interactive web pages using JavaScript and XHTML. Programming concepts including structured and object-oriented program design. CIS 110 recommended preparation.

CIS 115. Multimedia Web Programming. 4 Credits.
Intermediate web programming with an emphasis on HTML5 multimedia: two-dimensional graphics, image processing, animation, video, user interaction, geolocation. Continuing JavaScript, DOM, Ajax, and JSON use, programming fundamentals, and debugging techniques. Prereq: CIS 111.

CIS 122. Introduction to Programming and Problem Solving. 4 Credits.
Computational problem solving, algorithm design, data structures, and programming using a multi-paradigm programming language. Introduces techniques for program design, testing, and debugging.

CIS 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

CIS 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.
CIS 199. Special Studies in Computer Science: [Topic]. 1-5 Credits.
Repeatable.

CIS 210. Computer Science I. 4 Credits.
Basic concepts and practices of computer science. Topics include algorithmic problem solving, levels of abstraction, object-oriented design and programming, software organization, analysis of algorithm and data structures. Sequence.
Prereq: CIS 313. Prior programming experience strongly encouraged.

CIS 211. Computer Science II. 4 Credits.
Basic concepts and practices of computer science. Topics include algorithmic problem solving, levels of abstraction, object-oriented design and programming, software organization, analysis of algorithm and data structures. Sequence.
Prereq: CIS 210.

CIS 212. Computer Science III. 4 Credits.
Basic concepts and practices of computer science. Topics include algorithmic problem solving, levels of abstraction, object-oriented design and programming, software organization, analysis of algorithm and data structures. Sequence.
Prereq: CIS 211.

CIS 313. Intermediate Data Structures. 4 Credits.
Design and analysis of data structures as means of engineering efficient software; attention to data abstraction and encapsulation. Lists, trees, heaps, stacks, queues, dictionaries, priority queues.
Prereq: CIS 210, CIS 211, CIS 212, MATH 231 with grades of B- or better.

CIS 314. Computer Organization. 4 Credits.
Introduction to computer organization and instruction-set architecture--digital logic design, binary arithmetic, design of central processing unit and memory, machine-level programming.
Prereq: CIS 210, CIS 211, CIS 212, MATH 231 with grades of B- or better.

CIS 315. Intermediate Algorithms. 4 Credits.
Algorithm design, worst-case and average-behavior analysis, correctness, computational complexity.
Prereq: CIS 313.

CIS 322. Introduction to Software Engineering. 4 Credits.
A project-intensive introduction to software engineering intended to build skills, knowledge, and habits of mind that prepare students for 400-level computer science courses, internships, and other software.
Prereq: CIS 210, CIS 211, CIS 212 with grades of B- or better.

CIS 330. C/C++ and Unix. 4 Credits.
Practical software design and programming activities in a C/C++ and Unix environment, with emphasis on the details of C/C++ and good programming style and practices.
Prereq: CIS 314.

CIS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

CIS 401. Research: [Topic]. 1-21 Credits.
Repeatable.

CIS 403. Thesis. 1-12 Credits.
Repeatable.

CIS 404. Internship; [Topic]. 1-4 Credits.
Repeatable.
Prereq: CIS 313.

CIS 405. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable.

CIS 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

CIS 407. Seminar: [Topic]. 1-5 Credits.
Repeatable when the topic changes. Opportunity to study in greater depth specific topics arising out of other courses.

CIS 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CIS 409. Practicum: [Topic]. 1-2 Credits.
The student assists other students who are enrolled in introductory programming classes. For each four hours of scheduled weekly consulting, the student is awarded 1 credit. Repeatable for maximum of 4 credits.

CIS 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

CIS 413. Advanced Data Structures. 4 Credits.
Complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression.
Prereq: CIS 313, CIS 330.

CIS 420. Automata Theory. 4 Credits.
Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability. Non-determinism and complexity classes.
Prereq: CIS 315.

CIS 422. Software Methodology I. 4 Credits.
Technical and nontechnical aspects of software development, including specification, planning, design, development, management and maintenance of software projects. Student teams complete projects.
Prereq: CIS 313.

CIS 423. Software Methodology II. 4 Credits.
Application of concepts and methodologies covered in CIS 422/522. Student teams complete a large system design and programming project. Final system specification, test plan, user documentation, and system walk throughs.
Prereq: CIS 422 with a B- or better.

CIS 425. Principles of Programming Languages. 4 Credits.
Prereq: CIS 315.

CIS 427. Introduction to Logic. 4 Credits.
Prereq: CIS 315; CIS 425 recommended pre or co-req.

CIS 429. Computer Architecture. 4 Credits.
RISC (reduced instruction-set computer) and CISC (complex instruction-set computer) design, storage hierarchies, high-performance processor design, pipelining, vector processing, networks, performance analysis.
Prereq: CIS 330.
CIS 431. Introduction to Parallel Computing. 4 Credits.
Parallel architecture, theory, algorithms, and programming with emphasis on parallel programming, focusing on models, languages, libraries, and runtime systems.
Prereq: CIS 330.

CIS 432. Introduction to Networks. 4 Credits.
Principles of computer network design. Link technologies, packet switching, routing, inter-networking, reliability. Internet protocols. Programming assignments focus on protocol design.
Prereq: CIS 330. CIS 415 recommended.

CIS 433. Computer and Network Security. 4 Credits.
Prereq: CIS 415.

CIS 441. Introduction to Computer Graphics. 4 Credits.
Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems.
Prereq: CIS 330.

CIS 443. User Interfaces. 4 Credits.
Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems.
Prereq: CIS 313.

CIS 445. Modeling and Simulation. 4 Credits.
Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science.
Prereq: CIS 315, 330.

CIS 451. Database Processing. 4 Credits.
Fundamental concepts of DBMS. Data modeling, relational models and normal forms. File organization and index structures. SQL, embedded SQL, and concurrency control.
Prereq: CIS 313, 314.

CIS 452. Database Issues. 4 Credits.
Covers central database issues such as access methods, security, tuning, and concurrency control. Examines alternative database models.
Prereq: CIS 451.

CIS 453. Data Mining. 4 Credits.
Databases, machine learning, artificial intelligence, statistics, and data visualization. Examines data warehouses, data preprocessing, association and classification rule mining, and cluster analysis.
Prereq: CIS 451/551.

CIS 454. Bioinformatics. 4 Credits.
Introduction to bioinformatics from a computer science perspective covering algorithms for basic operations such as sequence comparison and phylogenetic inference on existing databases.

CIS 461. Introduction to Compilers. 4 Credits.
Lexical analysis, parsing, attribution, code generation.
Prereq: CIS 314, 425. CIS 420 strongly recommended.

CIS 471. Introduction to Artificial Intelligence. 4 Credits.
Basic themes, issues, and techniques of artificial intelligence, including agent architecture, knowledge representation and reasoning, problem solving and planning, game playing, and learning.
Prereq: CIS 315.

CIS 472. Machine Learning. 4 Credits.
A broad introduction to machine learning and its established algorithms. Topics include concept learning, decision trees, neural network.
Prereq: CIS 315.

CIS 473. Probabilistic Methods for Artificial Intelligence. 4 Credits.
Fundamental techniques for representing problems as probability distributions, performing inference, and learning from data. Topics include Bayesian and Markov networks, variable elimination, loopy belief propagation, and parameter.
Prereq: CIS 315.

CIS 490. Computer Ethics. 4 Credits.
Addresses ethical issues and social impacts of computing. Topics include crime, hacking, intellectual property, privacy, software reliability, employment, and worldwide networks.

CIS 503. Thesis. 1-16 Credits.
Repeatable.

CIS 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Opportunity to study in greater depth specific topics arising out of other courses.

CIS 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CIS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CIS 513. Advanced Data Structures. 4 Credits.
Complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression.

CIS 520. Automata Theory. 4 Credits.
Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability. Nondeterminism and complexity classes.

CIS 522. Software Methodology I. 4 Credits.
Technical and nontechnical aspects of software development, including specification, planning, design, development, management and maintenance of software projects. Student teams complete projects.

CIS 523. Software Methodology II. 4 Credits.
Student teams complete a large system design and programming project. Final system specifications, test plan, user documentation, and system walk-through.
Prereq: CIS 522

CIS 527. Introduction to Logic. 4 Credits.

CIS 529. Computer Architecture. 4 Credits.
RISC (reduced instruction-set computer) and CISC (complex instruction-set computer) design, storage hierarchies, high-performance processor design, pipelining, vector processing, networks, performance analysis.

CIS 531. Introduction to Parallel Computing. 4 Credits.
Parallel architecture, theory, algorithms, and programming with emphasis on parallel programming, focusing on models, languages, libraries, and runtime systems.

CIS 532. Introduction to Networks. 4 Credits.
Principles of computer network design. Link technologies, packet switching, routing, inter-networking, reliability. Internet protocols. Programming assignments focus on protocol design.
CIS 533. Computer and Network Security. 4 Credits.

CIS 541. Introduction to Computer Graphics. 4 Credits.
Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems.

CIS 543. User Interfaces. 4 Credits.
Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems.

CIS 545. Modeling and Simulation. 4 Credits.
Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science.

CIS 551. Database Processing. 4 Credits.
Fundamental concepts of DBMS. Data modeling, relational models and normal forms. File organization and index structures. SQL, embedded SQL, and concurrency control.

CIS 552. Database Issues. 4 Credits.
Covers central database issues such as access methods, security, tuning, and concurrency control. Examines alternative database models. Prereq: CIS 4/551.

CIS 553. Data Mining. 4 Credits.

CIS 554. Bioinformatics. 4 Credits.
Introduction to bioinformatics from a computer science perspective covering algorithms for basic operations such as sequence comparison and phylogenetic inference on existing databases.

CIS 556. Introduction to Compilers. 4 Credits.
Lexical analysis, parsing, attribution, code generation. Prereq: CIS 314 or equivalent, 624. CIS 420/520 strongly recommended.

CIS 571. Introduction to Artificial Intelligence. 4 Credits.
Basic themes, issues, and techniques of artificial intelligence, including agent architecture, knowledge representation and reasoning, problem solving and planning, game playing, and learning.

CIS 572. Machine Learning. 4 Credits.
A broad introduction to machine learning and its established algorithms. Topics include concept learning, decision trees, neural network.

CIS 573. Probabilistic Methods for Artificial Intelligence. 4 Credits.
Fundamental techniques for representing problems as probability distributions, performing inference, and learning from data. Topics include Bayesian and Markov networks, variable elimination, loopy belief propagation, and parameter.

CIS 590. Computer Ethics. 4 Credits.
Addresses ethical issues and social impacts of computing. Topics include crime, hacking, intellectual property, privacy, software reliability, employment, and worldwide networks.

CIS 601. Research: [Topic]. 1-16 Credits.
Repeatable.
CIS 650. Software Engineering. 4 Credits.
Examines recent models and tools in software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.

Courses
CIT 281. Web Applications Development I. 4 Credits.
Fundamentals of web application development using open-source software tools and technologies (Unix, Git), client-side frameworks, server-side programming (Node.js, PHP), model-view-controller pattern, data storage and APIs, cloud hosting.
Prereq: CIS 111 with a B- or higher.

CIT 381. Database Systems. 4 Credits.
Introduction to database systems, emphasis on database design and access. Database concepts, data modeling, SQL, connecting database to web.
Prereq: CIT 281.

CIT 382. Web Applications Development II. 4 Credits.
Server-side and client-side technologies and their interaction for database-driven web applications; application frameworks, single-page applications, cloud platforms, and open-source software stacks—MEAN (MongoDB, ExpressJS, AngularJS, Node.js) versus LAMP (Linux, Apache, MySQL, PHP).
Prereq: CIT 381.

CIT 383. Networking Fundamentals. 4 Credits.
Prereq: CIT 382.

CIT 405. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.

Creative Writing
George E. Rowe, Program Director
541-346-0552
207 Alder Building
5243 University of Oregon
Eugene, Oregon 97403-5243

Faculty


Emeritus

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

Undergraduate Studies
The Creative Writing Program offers two formal courses of study for University of Oregon undergraduates:

Minor in Creative Writing
The creative writing minor offers courses in which students study matters of craft by reading and writing creative works, develop critical thinking and interpretive skills, hone their ability to articulate complex ideas with subtlety and clarity, and gain instruction in the mechanics of writing. Students must take courses for letter grades. Course work required for the minor must be passed with grades of B– or better.

Of the 24 required credits, a maximum of 8 credits at the 200 or 300 level may be transferred. All courses at the 400 level must be taken in residence at the University of Oregon.

Select two from one of the following groups: 8

Group 1
- CRWR 225 Kidd Tutorial I
- CRWR 235 Kidd Tutorial II: Poetry
  or CRWR 245 Kidd Tutorial II: Fiction

Group 2
- CRWR 230 Introduction to Poetry Writing
- CRWR 240 Introduction to Fiction Writing

Select two of the following: 8

- CRWR 330 Intermediate Poetry Writing
  or CRWR 345 Kidd Tutorial III: Fiction
- CRWR 335 Kidd Tutorial III: Poetry
- CRWR 336 Intermediate Creative Writing: Literary Nonfiction
- CRWR 340 Intermediate Fiction Writing
  or CRWR 407 Seminar: [Topic]
- CRWR 413 Literature for Poets
  or CRWR 414 Literature for Fiction Writers
- CRWR 435 Advanced Poetry Writing
  or CRWR 445 Advanced Fiction Writing

Total Credits 24

1 Nontransferable. Kidd Tutorial courses are by application only.
2 Repeatable for credit.

Questions regarding the minor should be addressed to the program director. Students must apply for the minor through the program’s office well in advance of graduation for transcript evaluation. In order to be eligible for the minor, students must complete all degree requirements and a major in another academic department.

Kidd Tutorial Program
Implemented through the generosity of the Walter P. Kidd family, this yearlong tutorial offers the chance to study writing and literary craft using literary models. The program, which requires a three-term commitment from participants, accommodates a highly flexible and individualized study of fiction, poetry, and literary nonfiction writing. Each section
matches one graduate teaching fellow—a poet or fiction writer—with as many as nine students and is overseen by the codirectors of the Kidd Tutorial Program. Participants earn 12 credits in Kidd Tutorial I (CRWR 225), Kidd Tutorial II: Poetry (CRWR 235), Kidd Tutorial III: Poetry (CRWR 335) or Kidd Tutorial I (CRWR 225), Kidd Tutorial II: Fiction (CRWR 245). Kidd Tutorial III: Fiction (CRWR 345). Information about application procedures is available on the program’s website.

Graduate Studies

Master of Fine Arts Degree

Admission Requirements

1. Bachelor’s degree
2. Other materials submitted for admission giving evidence that the applicant will be able to complete the prescribed course of study satisfactorily

Admission Procedures

Apply online from the Creative Writing Program’s website; the $50 application fee may be paid by credit card (nonrefundable). The online application requires the following:

- Personal statement (PDF upload)
- Sample of the applicant’s writing (PDF upload)
- Transcripts (PDF upload)
- Contact information for as many as four people (three are required) who agree to offer a recommendation

Arrange to have official copies of transcripts sent from institutions where a degree was earned to the UO Office of Admissions.

Application materials must be submitted online by January 15 for admission to the program the following fall term. Admission is made for fall term only. Find information and application instructions on the program’s website.

Master of Fine Arts Degree Requirements

The candidate must complete the graduate work during six consecutive terms in residence at the university. The candidate must pass a written examination on a reading list of works of fiction or poetry.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 605</td>
<td>Writing and Conference: [Topic]</td>
<td>9</td>
</tr>
<tr>
<td>CRWR 607</td>
<td>Seminar: [Topic] (MFA Seminar)</td>
<td>18</td>
</tr>
<tr>
<td>CRWR 609</td>
<td>Terminal Creative Project: [Topic]</td>
<td>9</td>
</tr>
<tr>
<td>CRWR 635</td>
<td>MFA Poetry Workshop</td>
<td>36</td>
</tr>
<tr>
<td>or CRWR 645</td>
<td>MFA Fiction Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>72</td>
</tr>
</tbody>
</table>

Courses

CRWR 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.

CRWR 225. Kidd Tutorial I. 4 Credits.
Introduction to an intensive, yearlong sequence devoted to the study and practice of poetry, fiction, and nonfiction.

CRWR 230. Introduction to Poetry Writing. 4 Credits.
Introduction to forms and techniques of writing poetry.

CRWR 235. Kidd Tutorial II: Poetry. 4 Credits.
Second in a yearlong sequence devoted to the study and practice of poetry, fiction, and creative nonfiction, including the development of an individual line of inquiry project.
Prereq: CRWR 225 with a grade of B- or above.

CRWR 240. Introduction to Fiction Writing. 4 Credits.
Introduction to forms and techniques of writing fiction.

CRWR 245. Kidd Tutorial II: Fiction. 4 Credits.
Second in a yearlong sequence devoted to the study and practice of poetry, fiction, and creative nonfiction, including the development of an individual line of inquiry project.
Prereq: CRWR 225 with a grade of B- or better.

CRWR 330. Intermediate Poetry Writing. 4 Credits.
Intermediate-level study of poetry writing. Repeatable twice for a maximum of 12 credits.
Prereq: CRWR 230 with a grade of B- or better.

CRWR 335. Kidd Tutorial III: Poetry. 4 Credits.
Third in a yearlong sequence, culminating in a Kidd Tutorial student anthology, a portfolio of poetry, and the completion of an individual line of inquiry project.
Prereq: CRWR 235 with a Grade of B- or better.

CRWR 336. Intermediate Creative Writing: Literary Nonfiction. 4 Credits.
Intermediate-level study of literary nonfiction writing. Repeatable twice for a maximum of 12 credits.
Prereq: CRWR 240 or 244 with a grade of B- or better.

CRWR 340. Intermediate Fiction Writing. 4 Credits.
Intermediate-level study of fiction writing. Repeatable twice for a maximum of 12 credits.
Prereq: CRWR 240 or 244 with a grade of B- or better.

CRWR 345. Kidd Tutorial III: Fiction. 4 Credits.
Third in a yearlong sequence, culminating in a Kidd Tutorial student anthology, a portfolio of original fiction, and the completion of an individual line of inquiry project.
Prereq: CRWR 245, with a Grade of B- or better.

CRWR 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.

CRWR 405. Writing and Conference: [Topic]. 1-21 Credits. Repeatable.

CRWR 407. Seminar: [Topic]. 1-5 Credits. Repeatable.

CRWR 410. Experimental Course: [Topic]. 1-5 Credits. Repeatable.

CRWR 413. Literature for Poets. 4 Credits.
Advanced discourse on issues and principles related to the craft of poetry. Repeatable twice for a maximum of 12 credits.
Prereq: CRWR 330 or 418 (poetry) with a grade of B- or better. Students majoring in English, journalism, or comparative literature may also enroll with department approval.

CRWR 414. Literature for Fiction Writers. 4 Credits.
Advanced discourse on issues and principles related to the craft of fiction. Repeatable twice for a maximum of 12 credits.
Prereq: CRWR 336 or 340 or 418 (fiction) with a grade of B- or better. Students majoring in English, journalism, or comparative literature may also enroll with department approval.
CRWR 435. Advanced Poetry Writing. 4 Credits.
Advanced workshop in the writing of poetry. Repeatable twice for a maximum of 12 credits.
Prereq: CRWR 330 or 418 (poetry) with a grade of B– or better.

CRWR 445. Advanced Fiction Writing. 4 Credits.
Advanced workshop in the writing of fiction. Repeatable twice for a maximum of 12 credits.
Prereq: CRWR 336 or 340 or 418 (fiction) with a grade of B– or better.

CRWR 503. Thesis. 1-16 Credits.
Repeatable.

CRWR 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CRWR 535. Advanced Poetry Writing. 4 Credits.
Advanced workshop in the writing of poetry. Repeatable twice for a maximum of 12 credits.
Prereq: two courses of CRWR 330 or CRWR 330 and 418 with grade of mid-B or better.

CRWR 601. Research: [Topic]. 1-16 Credits.
Repeatable.

CRWR 605. Writing and Conference: [Topic]. 1-16 Credits.
Repeatable.

CRWR 607. Seminar: [Topic]. 1-5 Credits.
Selected seminars offered each year. Repeatable when topic changes.

CRWR 608. Special Topics: [Topic]. 1-5 Credits.
Repeatable.

CRWR 609. Terminal Creative Project: [Topic]. 1-16 Credits.

CRWR 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable when topic changes.

CRWR 635. MFA Poetry Workshop. 6 Credits.
Concentration on student writing in a workshop setting. Open only to students admitted to creative writing master of fine arts program in poetry. Repeatable five times for a maximum of 36 credits.

CRWR 645. MFA Fiction Workshop. 6 Credits.
Concentration on student writing in a workshop setting. Open only to students admitted to creative writing master of fine arts program in fiction. Repeatable five times for a maximum of 36 credits.

Earth Sciences

Paul J. Wallace, Department Head
541-346-5985
541-346-4692 fax
100 Cascade Hall
1272 University of Oregon
Eugene, Oregon 97403-1272

Faculty


Eugene D. Humphreys, professor (seismology, regional tectonics). BS, 1974, MS, 1978, California, Riverside; PhD, 1985, California Institute of Technology. (1985)


Mark H. Reed, professor (mineral deposits, aqueous geochemistry). BA, 1971, Carleton; MS, 1974, PhD, 1977, California, Berkeley. (1979)


David A. Sutherland, associate professor (physical oceanography). BA, 2001, North Carolina, Wilmington; PhD, 2008, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (2011)


Earth Sciences

Courtsey


Special Staff
Dennis K. Fletcher, research assistant. BS, 1996, Oregon. (2006)

James Palandri, research associate. PhD, 2000, Oregon. (2001)

Emeriti
Sam Boggs, professor emeritus. BS, 1956, Kentucky; PhD, 1964, Colorado. (1965)


Alexander R. McSween, professor emeritus. BS, 1946, United States Military Academy, West Point; PhD, 1961, California, Berkeley. (1965)


Norman M. Savage, professor emeritus. BSc, 1959, Bristol; PhD, 1968, Sydney. (1971)


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

• Bachelor of Arts: Geology Track
• Bachelor of Arts: Geophysics Track
• Bachelor of Arts: Environmental Geoscience Track
• Bachelor of Arts: Paleontology Track
• Bachelor of Science: Geology Track
• Bachelor of Science: Geophysics Track
• Bachelor of Science: Environmental Geoscience Track
• Bachelor of Science: Paleontology Track
• Minor

Undergraduate Studies
The undergraduate program in the Department of Earth Sciences provides an understanding of the materials that constitute the earth and the processes that have shaped the earth from deep in its interior to the surface environment—geology. Geology applies all the basic sciences—biology, chemistry, mathematics, and physics—to understanding earth processes in the historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Geology also addresses many natural hazards—earthquakes, flooding, and volcanic eruptions—that affect humans. It addresses the impact of humans on the earth’s surface environment, where we pollute rivers and ground water, cause rapid erosion and landslides, or attempt to re-engineer rivers and shorelines.

Preparation
High school students planning to major in geological sciences should include in their high school program as much mathematics and science (physics, chemistry, biology, or earth science) as possible.

Students who transfer to the department after two years of college work elsewhere should have completed a year of general chemistry, a year of general physics, and two quarters or a semester of calculus. A year of general geology with laboratory is recommended.

Careers
Students with a degree in earth sciences are qualified for employment in a broad range of careers: geotechnical and environmental consultants; K–12 school teachers (with an additional teaching certificate); laboratory technicians; professional geologists, geophysicists, or geochemists; and positions in the petroleum and mining industries or in state and federal agencies such as the United States Geological Survey or the Environmental Protection Agency. The current climate for employment in the earth sciences is good. Geoscience jobs require skills in critical thinking and problem solving, quantitative analysis, oral and written communication, and team work. The Department of Earth Sciences curriculum emphasizes these skills.

Geological Sciences Curriculum
The Department of Earth Sciences offers a bachelor of science (BS) or a bachelor of arts (BA) degree with a major in earth sciences.

Major Tracks
Earth science is an unusually broad subject. It addresses everything from the chemical processes that make rocks and minerals to the physics behind plate tectonics and the travel of earthquake waves through the planet. It explores the history of the evolution of life revealed in fossils, and it probes the earth processes that affect how humans can survive on the surface of the planet. To address this breadth, the department offers four curricular tracks for a major in earth sciences: geology, geophysics, environmental geoscience, and paleontology.

All of the tracks require a common core of general chemistry, calculus, general geology, and physics, except that paleontology- and environmental geoscience–track students may take two terms of biology in place of two terms of physics. Beyond the core, each track requires certain additional courses and a selection of electives.

Undergraduate Research
As many as 4 credits of research can be counted toward electives in any of the tracks. To receive such credit, students must

• submit a short letter, approved by the faculty research advisor and addressed to the head undergraduate advisor in earth sciences, stating the nature of the research and asserting that there is faculty supervision
• submit a final written report to the faculty advisor describing the results of the research

Students may earn credit in this category by registering for any of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 401</td>
<td>Research: [Topic]</td>
<td>1-21</td>
</tr>
<tr>
<td>GEOL 406</td>
<td>Field Studies: [Topic]</td>
<td>1-6</td>
</tr>
<tr>
<td>GEOL 408</td>
<td>Laboratory Projects: [Topic]</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Students who complete an honors thesis may not apply this option toward elective credits.

Grade Options and Standards

Undergraduate majors must take for letter grades (the pass/no pass option is not acceptable) all the courses required in their degree program. Required courses must be completed with grades of C– or better. Exceptions for honors students are noted under Honors in Earth Sciences.

Bachelor of Arts: Geology Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101</td>
<td>Earth's Dynamic Interior</td>
<td>12</td>
</tr>
<tr>
<td>&amp; GEOL 102</td>
<td>and Environmental Geology and Landform</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 103</td>
<td>Development</td>
<td></td>
</tr>
<tr>
<td>or GEOL 201</td>
<td>and The Evolving Earth ¹</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 202</td>
<td>Earth's Interior Heat and Dynamics</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 203</td>
<td>and Earth Surface and Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>PHYS 201-202</td>
<td>General Physics</td>
<td>8</td>
</tr>
<tr>
<td>or PHYS 251</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 252</td>
<td>and Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>CH 221-222</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>or CH 224H-225H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

One from the following:

- CH 223 | General Chemistry III                      | 4       |
- CH 226H | Honors General Chemistry                    |         |
- PHYS 203 | General Physics                            |         |
- PHYS 253 | Foundations of Physics I                    |         |
- MATH 246-247 | Calculus for the Biological Sciences I-Ii | 8       |
| or MATH 251-252 | Calculus I-Ii                             |         |

Select one from the following:

- MATH 253 | Calculus III                               | 4       |
- MATH 343 | Statistical Models and Methods             |         |
- MATH 425 | Statistical Methods I                      |         |
- GEOL 418 | Earth and Environmental Data Analysis      |         |
- PHYS 481 | Design of Experiments                      |         |
- GEOL 315 | Earth Physics                              | 4       |
- GEOL 316 | Introduction to Hydrogeology               | 4       |
- GEOL 318 | Introduction to Field Methods              | 3       |

Additional Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 331</td>
<td>Mineralogy</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 332</td>
<td>Introduction to Petrology</td>
<td>5</td>
</tr>
</tbody>
</table>

GEOL 334 | Sedimentology and Stratigraphy              | 4       |
GEOL 350 | Structural Geology                          | 5       |
& GEOL 351 | and Structural Geology Problems             |         |
& GEOL 352 | and Structural Geology Laboratory and Field |         |
GEOL 406 | Field Studies: [Topic]                      | 12      |

Electives

See Electives table for choices

Total Credits 106

¹ The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.

Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Courses numbered 306 or higher</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>CH 223</td>
<td>General Chemistry III</td>
</tr>
<tr>
<td>&amp; CH 226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>or CH 227-229</td>
<td>General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>or CH 237-239</td>
<td>Advanced General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 331</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CH 335</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CH 336</td>
<td>Organic Chemistry III</td>
<td>4</td>
</tr>
<tr>
<td>CH 411-413</td>
<td>Physical Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 431-433</td>
<td>Inorganic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 444</td>
<td>Chemical Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>CH 445</td>
<td>Statistical Mechanics</td>
<td>4</td>
</tr>
</tbody>
</table>

Computer and Information Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>CIS 210-212</td>
<td>Computer Science I-III</td>
<td>12</td>
</tr>
<tr>
<td>CIS 315</td>
<td>Intermediate Algorithms</td>
<td>4</td>
</tr>
</tbody>
</table>

Geography

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 321</td>
<td>Climatology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Biogeography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 360</td>
<td>Watershed Science and Policy</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 361</td>
<td>Global Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 421</td>
<td>Advanced Climatology: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 423</td>
<td>Advanced Biogeography: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 425</td>
<td>Hydrology and Water Resources</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 427</td>
<td>Fluvial Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 430</td>
<td>Long-Term Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 481-482</td>
<td>GIScience I-II</td>
<td>8</td>
</tr>
<tr>
<td>GEOG 485-486</td>
<td>Remote Sensing I-II</td>
<td>8</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Advanced Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>Geographic Data Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

Earth Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 353</td>
<td>Geologic Hazards</td>
<td>4</td>
</tr>
</tbody>
</table>
Bachelor of Science: Geology Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101 &amp; GEOL 102 &amp; GEOL 103</td>
<td>Earth's Dynamic Interior and Environmental Geology and Landform and The Evolving Earth</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 201–202 &amp; PHYS 202 &amp; PHYS 203</td>
<td>General Physics and Foundations of Physics I and Foundations of Physics I</td>
<td>8</td>
</tr>
<tr>
<td>CH 211–222 &amp; CH 224H–225H</td>
<td>Honors General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>One from the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CH 223</td>
<td>General Chemistry III</td>
<td>4</td>
</tr>
<tr>
<td>CH 226H</td>
<td>Honors General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CH 227–229 or CH 237–239</td>
<td>General Chemistry Laboratory or Advanced General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>CH 331</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CH 335 &amp; CH 336</td>
<td>Organic Chemistry II &amp; Organic Chemistry III</td>
<td>4 &amp; 4</td>
</tr>
<tr>
<td>CH 411–413 &amp; CH 431–433</td>
<td>Physical Chemistry &amp; Inorganic Chemistry</td>
<td>12 &amp; 12</td>
</tr>
<tr>
<td>CH 444</td>
<td>Chemical Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>CH 445</td>
<td>Statistical Mechanics</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>MATH 411–412</td>
<td>Functions of a Complex Variable I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 420</td>
<td>Ordinary Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 421–422</td>
<td>Partial Differential Equations: Fourier Analysis I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 425–426</td>
<td>Statistical Methods I-II</td>
<td>8</td>
</tr>
</tbody>
</table>

Physics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 203</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 253</td>
<td>Foundations of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 411–413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>12</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Courses numbered 306 or higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Chemistry
| | |
| CH 223 | General Chemistry III | 4       |
| CH 226H | Honors General Chemistry | 4       |
| CH 227–229 or CH 237–239 | General Chemistry Laboratory or Advanced General Chemistry Laboratory | 6       |
| CH 331 | Organic Chemistry I | 4       |
| CH 335 & CH 336 | Organic Chemistry II & Organic Chemistry III | 4 & 4  |
| CH 411–413 & CH 431–433 | Physical Chemistry & Inorganic Chemistry | 12 & 12 |
| CH 444 | Chemical Thermodynamics | 4       |
| CH 445 | Statistical Mechanics | 4       |
| Computer and Information Science
| | |
| CIS 122 | Introduction to Programming and Problem Solving | 4       |
| CIS 210–212 | Computer Science I-II | 12      |
| CIS 315 | Intermediate Algorithms | 4       |
| Geography
<p>| | |
| | |
| GEOG 181 | Our Digital Earth | 4       |
| GEOG 321 | Climatology | 4       |
| GEOG 322 | Geomorphology | 4       |
| GEOG 323 | Biogeography | 4       |
| GEOG 360 | Watershed Science and Policy | 4       |
| GEOG 361 | Global Environmental Change | 4       |
| GEOG 421 | Advanced Climatology: [Topic] | 4       |
| GEOG 423 | Advanced Biogeography: [Topic] | 4       |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 425</td>
<td>Hydrology and Water Resources</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 427</td>
<td>Fluvial Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 430</td>
<td>Long-Term Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 481–482</td>
<td>GIScience I-II</td>
<td>8</td>
</tr>
<tr>
<td>GEOG 485–486</td>
<td>Remote Sensing I-II</td>
<td>8</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Advanced Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>Geographic Data Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

**Earth Sciences**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 353</td>
<td>Geologic Hazards</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 363</td>
<td>MATLAB for Earth Scientists</td>
<td>2</td>
</tr>
<tr>
<td>GEOL 401</td>
<td>Research: [Topic]</td>
<td>1-21</td>
</tr>
<tr>
<td>GEOL 403</td>
<td>Thesis</td>
<td>1-6</td>
</tr>
<tr>
<td>GEOL 410</td>
<td>Experimental Course: [Topic]</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 407</td>
<td>Seminar: [Topic] (Current Topics in Geology)</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses higher than 410

**Mathematics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>MATH 411–412</td>
<td>Functions of a Complex Variable I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 420</td>
<td>Ordinary Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 421–422</td>
<td>Partial Differential Equations: Fourier Analysis I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 425–426</td>
<td>Statistical Methods I-II</td>
<td>8</td>
</tr>
</tbody>
</table>

**Physics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 203</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 411–413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>12</td>
</tr>
</tbody>
</table>

1 Pass/no pass

2 May include one course numbered 304–310.

**Bachelor of Arts: Geophysics Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101</td>
<td>Earth's Dynamic Interior</td>
<td>12</td>
</tr>
<tr>
<td>&amp; GEOL 102</td>
<td>and Environmental Geology and Landform</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 103</td>
<td>and The Evolving Earth</td>
<td></td>
</tr>
<tr>
<td>or GEOL 201</td>
<td>Earth's Interior Heat and Dynamics</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 202</td>
<td>and Earth Surface and Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 203</td>
<td>and Evolution of the Earth</td>
<td></td>
</tr>
<tr>
<td>CH 221–222</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>or CH 224H–225H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Earth Physics</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 316</td>
<td>Introduction to Hydrogeology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 318</td>
<td>Introduction to Field Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Bachelor of Science: Geophysics Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101</td>
<td>Earth's Dynamic Interior</td>
<td>12</td>
</tr>
<tr>
<td>&amp; GEOL 102</td>
<td>and Environmental Geology and Landform</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 103</td>
<td>and The Evolving Earth</td>
<td></td>
</tr>
<tr>
<td>or GEOL 201</td>
<td>Earth's Interior Heat and Dynamics</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 202</td>
<td>and Earth Surface and Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 203</td>
<td>and Evolution of the Earth</td>
<td></td>
</tr>
<tr>
<td>CH 221–222</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>or CH 224H–225H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
</tbody>
</table>
PHYS 251–253 Foundations of Physics I 12
GEOL 315 Earth Physics 4
GEOL 316 Introduction to Hydrogeology 4
GEOL 318 Introduction to Field Methods 3

Additional Requirements
GEOL 311 Earth Materials 5-10
or GEOL 331 & GEOL 332 Mineralogy and Introduction to Petrology
GEOL 455 Mechanical Earth 4
MATH 281–282 & MATH 256 Several-Variable Calculus I-II and Introduction to Differential Equations 12
PHYS 351–353 Foundations of Physics II 12
or PHYS 411–413 Mechanics, Electricity, and Magnetism

Electives
See Electives table for choices 16

Total Credits 104-109

1 The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.

Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 223</td>
<td>General Chemistry III</td>
<td>4</td>
</tr>
<tr>
<td>CH 226H</td>
<td>Honors General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CH 411</td>
<td>Physical Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

Earth Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 334</td>
<td>Sedimentology and Stratigraphy</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 350</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 351</td>
<td>Structural Geology Problems</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 352</td>
<td>Structural Geology Laboratory and Field</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 353</td>
<td>Geologic Hazards</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 363</td>
<td>MATLAB for Earth Scientists</td>
<td>2</td>
</tr>
<tr>
<td>GEOL 401</td>
<td>Research: [Topic]</td>
<td>1-21</td>
</tr>
<tr>
<td>GEOL 403</td>
<td>Thesis</td>
<td>1-6</td>
</tr>
<tr>
<td>GEOL 407</td>
<td>Seminar: [Topic] (Current Topics in Geology)</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Courses numbered 408 or higher

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>or MATH 421–422</td>
<td>Partial Differential Equations: Fourier Analysis I-II</td>
<td>8</td>
</tr>
</tbody>
</table>

1 Pass/no pass

Bachelor of Arts: Environmental Geoscience Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 212</td>
<td>General Biology II: Organisms</td>
<td>4</td>
</tr>
<tr>
<td>BI 213</td>
<td>General Biology III: Populations</td>
<td></td>
</tr>
<tr>
<td>CH 223</td>
<td>General Chemistry III</td>
<td></td>
</tr>
<tr>
<td>CH 226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>PHYS 253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>CH 221–222</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>or CH 224H–225H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>MATH 246–247</td>
<td>Calculus for the Biological Sciences I-II</td>
<td>8</td>
</tr>
<tr>
<td>or MATH 251–252</td>
<td>Calculus I-II</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td></td>
</tr>
<tr>
<td>MATH 425</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td>GEOL 418</td>
<td>Earth and Environmental Data Analysis</td>
<td></td>
</tr>
<tr>
<td>PHYS 481</td>
<td>Design of Experiments</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 311</td>
<td>Earth Materials</td>
<td></td>
</tr>
<tr>
<td>GEOL 331</td>
<td>Mineralogy</td>
<td></td>
</tr>
<tr>
<td>GEOL 332</td>
<td>Introduction to Petrology</td>
<td></td>
</tr>
<tr>
<td>GEOL 351</td>
<td>Earth Physics</td>
<td></td>
</tr>
<tr>
<td>GEOL 354</td>
<td>Geologic Hazards</td>
<td></td>
</tr>
<tr>
<td>GEOL 363</td>
<td>Hydrogeology</td>
<td></td>
</tr>
<tr>
<td>GEOL 370</td>
<td>Ecology</td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Electives

See Electives table for choices 24

Total Credits 109

Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 212</td>
<td>General Biology II: Organisms</td>
<td>4</td>
</tr>
</tbody>
</table>

Bachelor of Arts: Environmental Geoscience Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 212</td>
<td>General Biology II: Organisms</td>
<td>4</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>BI 213</td>
<td>General Biology III: Populations</td>
<td>4</td>
</tr>
<tr>
<td>Courses numbered 306 or higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Chemistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 223</td>
<td>General Chemistry III</td>
<td>4</td>
</tr>
<tr>
<td>CH 226H</td>
<td>Honors General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>or CH 237–239</td>
<td>Advanced General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 411–413</td>
<td>Physical Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 431–433</td>
<td>Inorganic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 444</td>
<td>Chemical Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>CH 445</td>
<td>Statistical Mechanics</td>
<td>4</td>
</tr>
</tbody>
</table>

### Computer and Information Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>CIS 210–212</td>
<td>Computer Science I-III</td>
<td>12</td>
</tr>
<tr>
<td>CIS 315</td>
<td>Intermediate Algorithms</td>
<td>4</td>
</tr>
</tbody>
</table>

### Geography

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 321</td>
<td>Climatology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Biogeography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 360</td>
<td>Watershed Science and Policy</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 361</td>
<td>Global Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 421</td>
<td>Advanced Climatology: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 423</td>
<td>Advanced Biogeography: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 425</td>
<td>Hydrology and Water Resources</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 427</td>
<td>Fluvial Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 430</td>
<td>Long-Term Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 481–482</td>
<td>GIScience I-II</td>
<td>8</td>
</tr>
<tr>
<td>GEOG 485–486</td>
<td>Remote Sensing I-II</td>
<td>8</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Advanced Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 493</td>
<td>Advanced Cartography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>Geographic Data Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

### Earth Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 334</td>
<td>Sedimentology and Stratigraphy</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 350</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 363</td>
<td>MATLAB for Earth Scientists</td>
<td>2</td>
</tr>
<tr>
<td>GEOL 401</td>
<td>Research: [Topic]</td>
<td>1-21</td>
</tr>
<tr>
<td>GEOL 403</td>
<td>Thesis</td>
<td>1-6</td>
</tr>
<tr>
<td>GEOL 406</td>
<td>Field Studies: [Topic]</td>
<td>1-6</td>
</tr>
<tr>
<td>GEOL 410</td>
<td>Experimental Course: [Topic]</td>
<td>5</td>
</tr>
<tr>
<td>Courses numbered 411 and higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>MATH 411–412</td>
<td>Functions of a Complex Variable I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 420</td>
<td>Ordinary Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 421–422</td>
<td>Partial Differential Equations: Fourier Analysis I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 425–426</td>
<td>Statistical Methods I-II</td>
<td>8</td>
</tr>
</tbody>
</table>

### Physics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 203</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 253</td>
<td>Foundations of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 411–413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>12</td>
</tr>
</tbody>
</table>

### Engineering

Oregon State University engineering courses, by permission of a departmental advisor

1. The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.

2. May include courses numbered 304-310.

### Bachelor of Science: Environmental Geoscience Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101</td>
<td>Earth's Dynamic Interior</td>
<td>12</td>
</tr>
<tr>
<td>&amp; GEOL 102</td>
<td>and Environmental Geology and Landform</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 103</td>
<td>Development and The Evolving Earth</td>
<td></td>
</tr>
<tr>
<td>or GEOL 201</td>
<td>Earth's Interior Heat and Dynamics</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 202</td>
<td>and Earth Surface and Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 203</td>
<td>and Evolution of the Earth</td>
<td></td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 251</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 202</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 252</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>or BI 211</td>
<td>General Biology I: Cells</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PHYS 203</td>
<td>General Physics</td>
<td></td>
</tr>
<tr>
<td>BI 212</td>
<td>General Biology II: Organisms</td>
<td></td>
</tr>
<tr>
<td>BI 213</td>
<td>General Biology III: Populations</td>
<td></td>
</tr>
<tr>
<td>CH 223</td>
<td>General Chemistry III</td>
<td></td>
</tr>
<tr>
<td>CH 226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>PHYS 253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>CH 221–222</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>or CH 224H–225H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>MATH 246–247</td>
<td>Calculus for the Biological Sciences I-II</td>
<td>8</td>
</tr>
<tr>
<td>or MATH 251–252</td>
<td>Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td></td>
</tr>
<tr>
<td>MATH 425</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td>GEOL 418</td>
<td>Earth and Environmental Data Analysis</td>
<td></td>
</tr>
<tr>
<td>PHYS 481</td>
<td>Design of Experiments</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>GEOL 311</td>
<td>Earth Materials</td>
<td></td>
</tr>
<tr>
<td>GEOL 331</td>
<td>Mineralogy</td>
<td></td>
</tr>
<tr>
<td>GEOL 332</td>
<td>Introduction to Petrology</td>
<td></td>
</tr>
</tbody>
</table>
GEOL 315  Earth Physics  4
GEOL 316  Introduction to Hydrogeology  4
GEOL 318  Introduction to Field Methods  3

Additional Requirements
GEOL 310  Earth Resources and the Environment  4
GEOG 323  Biogeography  4
GEOL 334  Sedimentology and Stratigraphy  4
GEOL 353  Geologic Hazards  4
BI 370  Ecology  4
or GEOL 451  Hydrogeology

Electives
See Electives table for choices  24

Total Credits  109

Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 212</td>
<td>General Biology II: Organisms</td>
<td>4</td>
</tr>
<tr>
<td>BI 213</td>
<td>General Biology III: Populations</td>
<td>4</td>
</tr>
</tbody>
</table>
| Courses numbered 306 or higher

Chemistry
CH 223  General Chemistry III  4
CH 226H  Honors General Chemistry  4
CH 227–229  General Chemistry Laboratory  6
or CH 237–239  Advanced General Chemistry Laboratory
CH 411–413  Physical Chemistry  12
CH 431–433  Inorganic Chemistry  12
CH 444  Chemical Thermodynamics  4
CH 445  Statistical Mechanics  4

Computer and Information Science
CIS 122  Introduction to Programming and Problem Solving  4
CIS 210–212  Computer Science I-III  12
CIS 315  Intermediate Algorithms  4

Geography
GEOG 181  Our Digital Earth  4
GEOG 321  Climatology  4
GEOG 322  Geomorphology  4
GEOG 323  Biogeography  4
GEOG 360  Watershed Science and Policy  4
GEOG 361  Global Environmental Change  4
GEOG 421  Advanced Climatology: [Topic]  4
GEOG 423  Advanced Biogeography: [Topic]  4
GEOG 425  Hydrology and Water Resources  4
GEOG 427  Fluvial Geomorphology  4
GEOG 430  Long-Term Environmental Change  4
GEOG 481–482  GIScience I-II  8
GEOG 485–486  Remote Sensing I-II  8
GEOG 491  Advanced Geographic Information Systems  4
GEOG 493  Advanced Cartography  4
GEOG 495  Geographic Data Analysis  4

Geology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 334  Sedimentology and Stratigraphy</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOL 350  Structural Geology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GEOL 363  MATLAB for Earth Scientists</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GEOL 401  Research: [Topic]</td>
<td>1-21</td>
<td></td>
</tr>
<tr>
<td>GEOL 403  Thesis</td>
<td>1-6</td>
<td></td>
</tr>
<tr>
<td>GEOL 406  Field Studies: [Topic]</td>
<td>1-6</td>
<td></td>
</tr>
<tr>
<td>GEOL 410  Experimental Course: [Topic]</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
| Courses numbered 411 and higher  2

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256  Introduction to Differential Equations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 281–282  Several-Variable Calculus I-II</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MATH 341–342  Elementary Linear Algebra</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MATH 411–412  Functions of a Complex Variable I-II</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MATH 420  Ordinary Differential Equations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 421–422  Partial Differential Equations: Fourier Analysis I-II</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MATH 425–426  Statistical Methods I-II</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Physics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 203  General Physics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 204–206  Introductory Physics Laboratory</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PHYS 253  Foundations of Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 290  Foundations of Physics Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PHYS 351–353  Foundations of Physics II</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>PHYS 411–413  Mechanics, Electricity, and Magnetism</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Engineering

Oregon State University engineering courses, by permission of a departmental advisor

1  The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.
2  May include courses numbered 304-310.

Bachelor of Arts: Paleontology Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101  Earth's Dynamic Interior and Environmental Geology and Landform</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
| & GEOL 102  Development and The Evolving Earth  1
| or GEOL 201  Earth's Interior Heat and Dynamics  & GEOL 202  Earth Surface and Environmental Geology  & GEOL 203  and Evolution of the Earth
| Select one of the following:  8
| BI 211–213  General Biology I-III  & PHYS 202–203  General Physics  or PHYS 251  Foundations of Physics I
| PHYS 204–206  Introductory Physics Laboratory | 6       |
| PHYS 203  General Physics                   | 4       |
| or PHYS 251  Foundations of Physics I       | 8       |
| BI 211–213  General Biology I-III           | 8       |
| PHYS 202–203  General Physics               | 4       |
| PHYS 252–253  Foundations of Physics I      | 8       |
| CH 221–223  General Chemistry               | 12      |
| or CH 224H–226H  Honors General Chemistry  | 8       |
| MATH 246–247  Calculus for the Biological Sciences I-II  | 8       |

Earth Sciences
Select one of the following: 4

MATH 253 Calculus III
MATH 343 Statistical Models and Methods
MATH 425 Statistical Methods I
GEOL 418 Earth and Environmental Data Analysis
PHYS 481 Design of Experiments

GEOL 311 Earth Materials 5-10

or GEOL 331 Mineralogy
& GEOL 332 and Introduction to Petrology
GEOL 315 Earth Physics 4
or GEOL 316 Introduction to Hydrogeology
GEOL 318 Introduction to Field Methods 3

Additional Requirements

GEOL 334 Sedimentology and Stratigraphy 4
GEOL 350 Structural Geology 5
& GEOL 351 and Structural Geology Problems
& GEOL 352 and Structural Geology Laboratory and Field
GEOL 406 Field Studies: [Topic] 12

Select two of the following: 8

GEOL 431 Paleontology I: Paleozoic Marine Fossils
GEOL 433 Paleobotany
GEOL 434 Vertebrate Paleontology
GEOL 435 Paleopedology

Electives

See Electives table for choices 16

Total Credits 105-110

1 The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.

Electives

Code Title Credits
Anthropology
ANTH 361 Human Evolution 4
ANTH 366 Human Osteology Laboratory 4
ANTH 466 Primate Feeding and Nutrition 4
ANTH 468 Evolutionary Theory 4
ANTH 471 Zooarchaeology: [Topic] 4

Biology

Courses numbered 306 or higher

Chemistry

CH 227–229 General Chemistry Laboratory 6
or CH 237–239 Advanced General Chemistry Laboratory
CH 223 General Chemistry III 4
CH 331,335–336 Organic Chemistry I-III 12
CH 411–413 Physical Chemistry 12
CH 431–433 Inorganic Chemistry 12
CH 444 Chemical Thermodynamics 4
CH 445 Statistical Mechanics 4

Computer and Information Science

CIS 122 Introduction to Programming and Problem Solving 4
CIS 210–212 Computer Science I-III 12
CIS 315 Intermediate Algorithms 4

Geography

GEOG 181 Our Digital Earth 4
GEOG 321 Climatology 4
GEOG 322 Geomorphology 4
GEOG 323 Biogeography 4
GEOG 360 Watershed Science and Policy 4
GEOG 361 Global Environmental Change 4
GEOG 421 Advanced Climatology: [Topic] 4
GEOG 423 Advanced Biogeography: [Topic] 4
GEOG 425 Hydrology and Water Resources 4
GEOG 427 Fluvial Geomorphology 4
GEOG 430 Long-Term Environmental Change 4
GEOG 481–482 GIScience I-II 8
GEOG 495 Geographic Data Analysis 4

Earth Sciences

GEOG 350 Structural Geology 5
GEOG 351 Geologic Hazards 4
GEOG 353 MATLAB for Earth Scientists 2
GEOG 401 Research: [Topic] 1-21
GEOG 403 Thesis 1-6
GEOG 410 Experimental Course: [Topic] 5
GEOG 407 Seminar: [Topic] 1 3

Courses higher than 410 2

Mathematics

MATH 256 Introduction to Differential Equations 4
MATH 281–282 Several-Variable Calculus I-II 8
MATH 341–342 Elementary Linear Algebra 8
MATH 411–412 Functions of a Complex Variable I-II 8
MATH 420 Ordinary Differential Equations 4
& MATH 421 and
MATH 425–426 Statistical Methods I-II 8

Physics

PHYS 204–206 Introductory Physics Laboratory 6
PHYS 290 Foundations of Physics Laboratory 1
PHYS 351–353 Foundations of Physics II 12
PHYS 411–413 Mechanics, Electricity, and Magnetism 12

1 Pass/no pass
2 May include one course numbered 304–310.

Bachelor of Science: Paleontology Track

Code Title Credits
GEOL 101 Earth's Dynamic Interior 12
& GEOL 102 Earth's Dynamic Interior 12
& GEOL 103 Earth's Dynamic Interior 12
or GEOL 201 Earth's Interior Heat and Dynamics
& GEOL 202 Earth's Interior Heat and Dynamics
& GEOL 203 Earth's Interior Heat and Dynamics
PHYS 201 General Physics 4
or PHYS 251 Foundations of Physics I

Select one of the following: 8

- BI 211–213 General Biology I–III
- PHYS 202–203 General Physics
- PHYS 252–253 Foundations of Physics I
- CH 221–223 General Chemistry 12
  or CH 224H–226H Honors General Chemistry
- MATH 246–247 Calculus for the Biological Sciences I–II 8
  or MATH 251–252 Calculus I–II

Select one of the following: 4

- MATH 253 Calculus III
- MATH 343 Statistical Models and Methods
- MATH 425–426 Statistical Methods I–II
- GEOL 418 Earth and Environmental Data Analysis
- PHYS 481 Design of Experiments
- GEOL 311 Earth Materials 5–10
  or GEOL 331 Mineralogy
  & GEOL 332 and Introduction to Petrology
- GEOL 353 Geologic Hazards
- GEOL 363 MATLAB for Earth Scientists
- GEOL 401 Research: [Topic] 1–21
- GEOL 403 Thesis 1–6
- GEOL 410 Experimental Course: [Topic] 5
- GEOL 407 Seminar: [Topic] 3

Select two of the following: 8

- GEOL 431 Paleontology I: Paleozoic Marine Fossils
- GEOL 433 Paleobotany
- GEOL 434 Vertebrate Paleontology
- GEOL 435 Paleopedology

Electives

See Electives table for choices 16

Total Credits 105–110

1 The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.

Biology

Courses numbered 306 or higher

Chemistry

- CH 227–229 General Chemistry Laboratory 6
- CH 237–239 Advanced General Chemistry Laboratory
- CH 223 General Chemistry III 4
- CH 331,335–336 Organic Chemistry I–III 12
- CH 411–413 Physical Chemistry 12
- CH 431–433 Inorganic Chemistry 12
- CH 444 Chemical Thermodynamics 4
- CH 445 Statistical Mechanics 4

Computer and Information Science

- CIS 122 Introduction to Programming and Problem Solving 4
- CIS 210–212 Computer Science I–III 12
- CIS 315 Intermediate Algorithms 4

Geography

- GEOG 181 Our Digital Earth 4
- GEOG 321 Climatology 4
- GEOG 322 Geomorphology 4
- GEOG 323 Biogeography 4
- GEOG 360 Watershed Science and Policy 4
- GEOG 361 Global Environmental Change 4
- GEOG 421 Advanced Climatology: [Topic] 4
- GEOG 423 Advanced Biogeography: [Topic] 4
- GEOG 425 Hydrology and Water Resources 4
- GEOG 427 Fluvial Geomorphology 4
- GEOG 430 Long-Term Environmental Change 4
- GEOG 481–482 GIScience I–II 8
- GEOG 495 Geographic Data Analysis 4

Earth Sciences

- GEOL 315 Earth Physics 4
- GEOL 316 Introduction to Hydrogeology 4
- GEOL 353 Geologic Hazards 4
- GEOL 363 MATLAB for Earth Scientists 2
- GEOL 401 Research: [Topic] 1–21
- GEOL 403 Thesis 1–6
- GEOL 410 Experimental Course: [Topic] 5
- GEOL 407 Seminar: [Topic] 3

Courses higher than 410 2

Mathematics

- MATH 256 Introduction to Differential Equations 4
- MATH 281–282 Several-Variable Calculus I–II 8
- MATH 341–342 Elementary Linear Algebra 8
- MATH 411–412 Functions of a Complex Variable I–II 8
- MATH 420 Ordinary Differential Equations 4
  & MATH 421 and
- MATH 425–426 Statistical Methods I–II 8

Physics

- PHYS 204–206 Introductory Physics Laboratory 6
- PHYS 290 Foundations of Physics Laboratory 1
- PHYS 351–353 Foundations of Physics II 12

Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 361</td>
<td>Human Evolution</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 366</td>
<td>Human Osteology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 466</td>
<td>Primate Feeding and Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 468</td>
<td>Evolutionary Theory</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 471</td>
<td>Zooarchaeology: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

1 The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.
PHYS 411–413  Mechanics, Electricity, and Magnetism  12

1  Pass/no pass
2  May include one course numbered 304–310.

Honors in Earth Sciences
Application for graduation with honors in earth sciences must be made no later than spring term of the student’s junior year. To be eligible for graduation with honors, a student must

- maintain a grade point average (GPA) of 3.50 or better in geological sciences courses or a 3.00 or better in all science courses
- submit and orally present an acceptable honors thesis written under the supervision of a department faculty member and evaluated by a committee consisting of three faculty members including the supervisor. The thesis should be presented no later than three weeks before final examinations during the term the student plans to graduate

Honors students may register for 3 credits of Research: [Topic] (GEOL 401) the term before they intend to graduate, and 3 credits of Thesis (GEOL 403) the term of graduation. These credits may be applied toward electives.

Minor Requirements
GEOL 101  Earth's Dynamic Interior
& GEOL 102  and Environmental Geology and Landform
& GEOL 103  Development
or GEOL 201  and The Evolving Earth
& GEOL 202  Earth's Interior Heat and Dynamics
& GEOL 203  and Earth Surface and Environmental Geology
& GEOL 204  and Evolution of the Earth
Choose from the following courses: 1
GEOL 213  Geology of National Parks
GEOL 300-499-499

Total Credits  27

1 15 credits of earth sciences courses (exclusive of independent study courses) must be earned with course numbers greater than GEOL 299 (GEOL 213 is acceptable, however). No more than 8 credits may be applied to the minor from the following list: Geology of National Parks (GEOL 213), The Fossil Record (GEOL 304), Dinosaurs (GEOL 305), Volcanoes and Earthquakes (GEOL 306), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 308), Earth Resources and the Environment (GEOL 310).

Undergraduate minors must take all required courses for letter grades and complete them with grades of C– or better.

Group Requirements
Fourteen earth sciences courses satisfy university science group requirements. See the Group Requirements section of this catalog under Registration and Academic Policies.

Kindergarten through Secondary Teaching Careers
Students who complete a degree with a major in earth sciences are eligible to apply to the College of Education’s fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available in the College of Education (p. 679) section of this catalog.

Four-Year Degree Plan
The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Geology Track (p. )
- Geophysics Track (p. )
- Environmental Geoscience Track (p. )
- Paleontology Track (p. )

Bachelor of Arts in Earth Sciences: Geology Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Undergraduate minors must take all required courses for letter grades and complete them with grades of C– or better.
# Bachelor of Science in Earth Sciences: Geology Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

# Bachelor of Arts in Earth Sciences: Geophysics Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

# Bachelor of Science in Earth Sciences: Geology Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

# Bachelor of Arts in Earth Sciences: Geophysics Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

# Bachelor of Science in Earth Sciences: Geology Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Science in Earth Sciences: Geophysics Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 0

### Bachelor of Arts in Earth Sciences: Environmental Geoscience Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 0
### Bachelor of Science in Earth Sciences: Environmental Geoscience Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits Milestones</td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits Milestones</td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Bachelor of Arts in Earth Sciences: Paleontology Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits Milestones</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits Milestones</td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits Milestones</td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bachelor of Science in Earth Sciences: Paleontology Track

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Studies

The Department of Earth Sciences offers programs of graduate study leading to master of science (MS), master of arts (MA), and doctor of philosophy (PhD) 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 geobiology, geochemistry,
geodesy, geomechanics, geomorphology, geophysics, mineralogy, petrology, volcanology, paleontology, stratigraphy, sedimentary petrology, structural geology, and ore deposit geology. The master’s degree program requires two years or more for completion.

Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. Nonnative speakers of English must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Graduate students are advised by a guidance committee consisting of three faculty members. This committee meets with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

**Requirements**

Basic university requirements for graduate degrees are described in the Graduate School (p. 890) section of this catalog. The department sets additional examination, course work, seminar, and thesis requirements. Applicants should read the Guide to Graduate Study on the department website (http://earthsciences.uoregon.edu/graduate-program) or write to the Department of Earth Sciences for details.

**Programs**

Graduate study in earth sciences is offered in five broad areas:

1. volcanology-petrology-geochemistry
2. stratigraphy–surface processes
3. paleontology-paleopedology-geobiology
4. structural geology–geophysics
5. economic geology (mineral deposits)

**Volcanology-Petrology-Geochemistry**

The department has excellent analytical and other research facilities for studies in these subdisciplines, and the volcanic and metamorphic terrane of the Northwest offers unsurpassed opportunities for field studies. Active research programs are diverse and include studies of eruption dynamics, magma volatile inventories, and magma rheology; experimental studies of igneous phase equilibria and trace element partitioning; calculations of multicomponent equilibria in aqueous systems and volcanic gases; and studies of igneous protogenesis.

**Stratigraphy–Surface Processes**

The stratigraphic record of tectonically active sedimentary basins indicates the dynamic interactions among basin subsidence, sediment input from eroding sources, evolution of depositional systems, and active faulting and folding that govern these processes. Research in this area combines field-based stratigraphic, sedimentologic, and geomorphic analysis with provenance studies and concepts derived from theoretical models to decipher the complex structural and climatic controls on the filling histories of active basins.

Surface processes regulate how tectonics and climate affect landscape evolution. Field observations, numerical simulations, topographic analyses, and experimental facilities are used to study sediment transport processes over a range of spatial and temporal scales. Projects incorporate links between active tectonics and structural geology, biology, geomechanics, and surface processes to address problems such as landsliding and hill-slope evolution, biological contributions to soil creep and landscape lowering, and the geomorphic implications of seismic-induced landsliding.

**Paleontology-Paleopedology-Geobiology**

Studies of fossil soils, plants, and vertebrates aim to reconstruct life on land and its role in global change. Global changes of interest include Neogene paleoclimate and paleoenvironment of ape and human evolution in East Africa, environmental effects of terminal Cretaceous impact and dinosaur extinction in Montana, consequences of mass extinction and methane clathrate degassing at the Permian-Triassic boundary, and the effect of early land plants and forests on weathering and atmospheric composition during the early Paleozoic.

Geobiology focuses on the interaction of microorganisms with the geologic environment and the ways life forms affect geological processes, such as weathering and mineralization.

**Structural Geology–Geophysics**

Graduate work in the structural geology–geophysics area involves the study of the earth’s dynamic processes.

Seismic imaging techniques using regional arrays provide tools for understanding regional tectonics. Studies of upper-mantle and lithospheric structure beneath the Rocky Mountains and in the Pacific Northwest subduction zone are providing essential constraints, unavailable from surface geology, for detailed dynamical models of plate-lithospheric deformation.

Structural geology focuses on applying modern field and analytical techniques to solving problems in Cenozoic tectonics and active faulting. Detailed field mapping, trench logging, and geomorphic analysis are combined with seismic array data, land- and space-based geodetic data, and theoretical modeling to address problems including Oregon’s Basin and Range province and coastal deformation, active tectonics of the San Andreas Fault system, and seismic risk along the Pacific margin of the United States and southeast and central Asia.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segregation, transport, and storage of melt; the rifting of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal processes.

**Mineral Deposits**

Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, and active geothermal systems. These projects combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization.

**Related Research Activities**

The Condon Collection of Fossils at the Museum of Natural and Cultural History maintains strong ties to the Department of Earth Sciences. Two geology professors are curators of the collection, and paleontology undergraduate and graduate students are often employed as assistants. The Condon Collection contains 60,000 specimens, including invertebrate and vertebrate fossils, paleobotanical remains, and an extensive collection of modern animals that are available to interested researchers for study.
Research Facilities

Students may use a variety of analytical facilities and equipment including a three-component broadband (0.03–50Hz) seismic array, an electron microprobe, a scanning electron microscope with image analysis, x-ray diffraction, FTIR spectroscopy, stable isotope mass spectroscopy, and a geobiology laboratory.

An experimental petrology laboratory covers a range of crustal temperatures and pressures and includes equipment for doing experiments in controlled atmospheres. Two piston-cylinder apparatus with pressure-temperature capability to 35 kilobars and 1,500° C may be used to study crystalline, partially molten, and molten silicates under mantlelike conditions.

Computers are used for much of the research in the department including acquisition and processing of seismic and gravity data and numerical modeling of geophysical processes and geochemical reactions. A geochemistry laboratory is equipped with sophisticated computer programs for thermodynamic calculations of gas-liquid-solid equilibria and reaction processes important in metamorphic, volcanic gas, hydrothermal, and diagenetic systems. The Internet can be accessed through the UONet fiber-optic link. A student computer facility, equipped with PC and Macintosh computers and laser printers, is also connected to the networks.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an x-ray diffraction unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

Most of the department's graduate students are fully supported through teaching and research assistantships. More information about financial assistance and department policies for awarding and renewing teaching and research fellowships may be obtained by reading the Guide to Graduate Study on the department website (http://earthsciences.uoregon.edu/graduate-program) or by writing to the department.

Courses

GEOL 101. Earth's Dynamic Interior. 4 Credits.
Plate tectonics, mantle flow, and magmatism. Volcanoes, earthquakes, mountain building, generation of Earth's crust; rocks and minerals; Earth's internal structure. Comparison with other planets. Laboratory, lecture.

GEOL 102. Environmental Geology and Landform Development. 4 Credits.
Landforms, surface processes, and interactions between humans and the environment. Weathering, erosion, sedimentation, ground water, streams, glaciers, deserts, oceans, and coastlines; geologic hazards. Laboratory, lecture. Roering.

GEOL 103. The Evolving Earth. 4 Credits.
History of the Earth. Geologic time, sedimentary environments; oceans, mountains, and climate through time; stratigraphic history of North America; evolution of plants and animals. Laboratory, lecture.

GEOL 110. People, Rocks, and Fire. 4 Credits.
Investigation of topics in geology, ecology, and anthropology relevant to contemporary global energy debates; current energy policy issues investigated through term projects.

GEOL 137. Mountains and Glaciers. 4 Credits.
Survey of the geological processes that both create and destroy mountain ranges around the world, and an introduction to geological science.

GEOL 156M. Scientific Revolutions. 4 Credits.
Surveys several major revolutions in our views of the natural and technological world, focusing on scientific concepts and methodological aspects. For nonscience majors. Multilisted with PHYS 156M.

GEOL 198. Laboratory Projects: [Topic]. 1-5 Credits.
Repeatable.

GEOL 199. Special Studies: [Topic]. 1-6 Credits.
Repeatable. Studies of geologic topics combine background lectures with guided field trips to areas of geologic interest.

GEOL 201. Earth's Interior Heat and Dynamics. 4 Credits.
Processes that cause earthquakes, volcanism, mountain building, and plate tectonics. Includes Earth's origin and internal structure, rocks and minerals, gravity and magnetics. Weekly lectures, two-hour laboratory.

GEOL 202. Earth Surface and Environmental Geology. 4 Credits.
Earth materials, the rock record, human interactions with surface environment. Sedimentary rocks and environments, chemical and physical weathering, mineral and energy resources, hydrogeology, ground-water contamination, surface processes, human impacts. Weekly lectures, two-hour laboratory.

GEOL 203. Evolution of the Earth. 4 Credits.
Origin, history, and physical evolution of the Earth; geologic time scales, development of the global stratigraphic section. Weekly lectures, two-hour laboratory. Prereq: GEOL 101 or 201.

GEOL 213. Geology of National Parks. 4 Credits.
Examines selected geologic features in United States national parks and the processes that form them. Focuses on parks in the western states.

GEOL 304. The Fossil Record. 4 Credits.
Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction. Intended for junior and senior nonmajors but also open to geological sciences majors.

GEOL 305. Dinosaurs. 4 Credits.
Overview of the past and present biodiversity of vertebrate animals, including ourselves, dinosaurs, and what ruled the ocean when dinosaurs roamed the land.

GEOL 306. Volcanoes and Earthquakes. 4 Credits.
Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States.

GEOL 307. Oceanography. 4 Credits.
Characteristics and physical, chemical, and biological processes of the world's oceans. Includes sections on origin of the oceans, plate tectonics, and human use and misuse of oceans.

GEOL 308. Geology of Oregon and the Pacific Northwest. 4 Credits.
The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution.

GEOL 310. Earth Resources and the Environment. 4 Credits.
Geology of energy, mineral, and water resources and environmental issues related to their use. Topics include fossil fuels, metals, nuclear waste disposal, and water pollution.
GEOL 311. Earth Materials. 5 Credits.
Chemical and mineralogical composition of rocks, sediment, and soil. Properties of common minerals; origin of rocks; microscopic study of rock textures; environmental issues. Prereq: GEOL 101, 102 or 201, 202; coreq CH 221 or 224.

GEOL 315. Earth Physics. 4 Credits.
Physics of basic Earth processes; application of physics to plate tectonics and lithospheric deformation. Topics include forces, deformation, gravity, and seismology. Taught once or more per academic year. Prereq: MATH 252, PHYS 201.

GEOL 316. Introduction to Hydrogeology. 4 Credits.
Examines the role of water in geologic and environmental processes. Topics include the water cycle, groundwater flow, and contaminant transport. Pre- or coreq: MATH 252, PHYS 201.

GEOL 318. Introduction to Field Methods. 3 Credits.
Introduction to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101–103 or GEOL 201–203.

GEOL 331. Mineralogy. 5 Credits.
Crystal chemistry, systematic study of rock-forming silicate, and selected other minerals, mineral optics, and x-ray diffraction. Lab work with hand samples and petrographic microscopes. Prereq: GEOL 201, 202 or GEOL 101, 102; coreq: CH 221 or 224.

GEOL 332. Introduction to Petrology. 5 Credits.
Origin and classification of igneous, metamorphic, and sedimentary rocks. Microscopic study of rocks in thin section. Prereq: GEOL 331.

GEOL 334. Sedimentology and Stratigraphy. 4 Credits.
Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy and sequence stratigraphy. Prereq: GEOL 101–103 or GEOL 201–203; pre- or coreq: GEOL 311 or 332.

GEOL 350. Structural Geology. 3 Credits.
Description, analysis, and origin of geologic structures including faults, folds, and tectonics. Focus on kinematic and dynamic analysis of deformation of earth materials. Prereq: GEOL 318; GEOL 311 or 332.

GEOL 351. Structural Geology Problems. 1 Credit.

GEOL 352. Structural Geology Laboratory and Field. 1 Credit.
Collection and interpretation of field and map data for structural analysis. Includes field trips, map and cross-section generation, and some computer-based exercises. Coreq: GEOL 350.

GEOL 353. Geologic Hazards. 4 Credits.
Examines geologic hazards, including both the physical processes that cause them and society’s attempt to mitigate them. Prereq: GEOL 101 or 201.

GEOL 354. Sedimentary Processes. 4 Credits.
Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy and sequence stratigraphy. Prereq: GEOL 101–103 or GEOL 201–203; pre- or coreq: GEOL 311 or 332.

GEOL 355. Geologic Time. 1 Credit.
Description, analysis, and origin of geologic structures including faults, folds, and tectonics. Focus on kinematic and dynamic analysis of deformation of earth materials. Prereq: GEOL 318; GEOL 311 or 332.

GEOL 356. Geologic Field Studies. 1 Credit.
Introduction to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101–103 or GEOL 201–203.

GEOL 357. Geologic Field Studies. 1 Credit.
Introduction to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101–103 or GEOL 201–203.

GEOL 358. Geologic Field Studies. 1 Credit.
Introduction to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101–103 or GEOL 201–203.

GEOL 359. Geologic Field Studies. 1 Credit.
Introduction to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101–103 or GEOL 201–203.

GEOL 363. MATLAB for Earth Scientists. 2 Credits.
Introduction to MATLAB (Matrix Laboratory) software package, providing data analysis, mathematical modeling, and computer visualization tools and techniques vital to the work of Earth scientists. Pre- or coreq: MATH 251.

GEOL 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

GEOL 401. Research: [Topic]. 1-21 Credits.
Repeatable.

GEOL 403. Thesis. 1-6 Credits.
Repeatable thrice for maximum of 6 credits. Prereq: earth sciences honors or senior thesis students only.

GEOL 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

GEOL 406. Field Studies: [Topic]. 1-6 Credits.
Repeatable.

GEOL 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

GEOL 408. Laboratory Projects: [Topic]. 1-6 Credits.
Repeatable.

GEOL 409. Practicum: [Topic]. 1-6 Credits.
Repeatable.

GEOL 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

GEOL 414. Igneous and Metamorphic Petrology. 4 Credits.
Advanced principles of igneous and metamorphic petrogenesis. Gibbs phase rule, phase diagrams, mineral thermodynamics; magma geochemistry and rheology; metamorphic facies, geothermometry and geobarometry. Johnston. Prereq: GEOL 332; CH 223 or 226H.

GEOL 415. Field Geophysics. 4 Credits.
Introduction to geophysical methods for subsurface investigation, useful for exploration, geotechnical engineering, and characterization of subsurface groundwater and environmental conditions. Prereq: MATH 112 or PHYS 201.

GEOL 418. Earth and Environmental Data Analysis. 4 Credits.
Tools-based instruction in data analysis for earth and environmental scientists. Topics include descriptive statistics, visualization, uncertainty analysis, hypothesis testing, regression, time series, and directional data. Prereq: MATH 246 or 251.

GEOL 420. Geocommunication. 3 Credits.
Scientific writing and presentations for the geological sciences. Focus on writing scientific papers and proposals, preparing oral and visual presentations.

GEOL 425. Geology of Ore Deposits. 5 Credits.
Porphyry copper-molybdenum, epithermal, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, alteration and ore mineral assemblages, and geochemistry of ore formation. Prereq: CH 223; GEOL 332.

GEOL 431. Paleontology I: Paleozoic Marine Fossils. 4 Credits.
Biostratigraphy, evolution, and paleoecology of life on earth: Paleozoic and some Mesozoic marine invertebrates. Laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203.
GEOL 433. Paleobotany. 4 Credits.
Evolution and ecology of plants and microbes from the origin of life to global warming. Laboratory exercises and field trip to collect plant fossils. Pre- or coreq: GEOL 103 or 203.

GEOL 434. Vertebrate Paleontology. 4 Credits.
Evolution of vertebrates, including ourselves, based on fossil evidence. Physical and other evolutionary constraints are addressed, and lab exercises provide practical experience. Prereq: GEOL 103 or 203.

GEOL 435. Paleopedology. 4 Credits.
Soil formation; mapping and naming fossil soils; features of soils in hand specimens and petrographic thin sections; interpretations of ancient environments from features of fossil soils. Prereq: GEOL 311 or 332.

GEOL 438. Geobiology. 4 Credits.
Studies how microorganisms interact with geological environments at scales from enzymes to global element cycles.

GEOL 441. Hillslope Geomorphology. 4 Credits.
Hillslope processes and landforms; includes hillslope hydrology, overland flow erosion, weathering and soil formation, soil creep, landslides and related hazards, glacial and periglacial processes, effects of land-use practices and fire, and landscape evolution.

GEOL 451. Hydrogeology. 4 Credits.
Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with geologic materials. Prereq: CH 222 or CH 225H; GEOL 316.

GEOL 452. Neotectonics and Quaternary Geology. 4 Credits.
Interpretation of active structures from deformed quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Repeatable once for maximum of 8 credits. Prereq: GEOL 334, GEOL 350.

GEOL 453. Tectonics. 3 Credits.

GEOL 455. Mechanical Earth. 4 Credits.
Introduction to continuum mechanics. Includes stress and strain, friction, elasticity, viscous fluids, constitutive laws, equations of motion, and deformation of the Earth. Prereq: GEOL 315, PHYS 202, or equivalent; MATH 256.

GEOL 462. Environmental Geomechanics. 4 Credits.
Application of fluid and solid mechanics to understanding processes in the earth and environmental sciences. Offered alternate years. Prereq: GEOL 455.

GEOL 463. Computational Earth Science. 4 Credits.
Practical techniques for scientific computing. Topics include root finding, curve fitting, interpolation, integration and differentiation, optimization, differential equations. Prereq: MATH 253; GEOL 363 or equivalent.

GEOL 467. Fault Mechanics. 4 Credits.
The physics of faulting throughout the earthquake cycle. Topics include fault friction, seismic rupture, earthquake triggering, and other fault zone processes. Offered alternate years. Prereq: GEOL 315, MATH 253.

GEOL 468. Introduction to Seismology. 4 Credits.
Introduction to observational, theoretical, and computational seismology. Includes review of earth structure, source representation, ray theory, and seismic wave phenomena. Prereq: MATH 256, GEOL 455.

GEOL 471. Thermodynamic Geochemistry. 4 Credits.
Introduction to geologic application of classical chemical thermodynamics. Gibbs free energy and its temperature, pressure, and composition derivatives; fugacity, activity, and chemical potential. Solutions, ideal and nonideal. Prereq: GEOL 311 or 332, CH 223, MATH 253.

GEOL 472. Aqueous-Mineral-Gas Equilibria. 4 Credits.
Aqueous chemistry applied to natural waters (geothermal, diagenetic, continental brines). Equilibrium calculations applied to aqueous-mineral-gas systems. Prereq: CH 223; MATH 252.

GEOL 473. Isotope Geochemistry. 4 Credits.
Introduction to nuclear physics and isotope systematics; techniques of isotope analysis; applications of stable and radioactive isotopes in geochronology and as tracers of geological processes.

GEOL 503. Thesis. 1-16 Credits.
Repeatable.

GEOL 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

GEOL 508. Laboratory Projects: [Topic]. 1-6 Credits.
Repeatable.

GEOL 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

GEOL 514. Igneous and Metamorphic Petrology. 4 Credits.
Advanced principles of igneous and metamorphic petrogenesis. Gibbs phase rule, phase diagrams, mineral thermodynamics; magma geochemistry and rheology; metamorphic facies, geothermometry and geobarometry. Johnston.

GEOL 515. Field Geophysics. 4 Credits.
Introduction to geophysical methods for subsurface investigation, useful for exploration, geotechnical engineering, and characterization of subsurface groundwater and environmental conditions.

GEOL 518. Earth and Environmental Data Analysis. 4 Credits.
Tools-based instruction in data analysis for earth and environmental scientists. Topics include descriptive statistics, visualization, uncertainty analysis, hypothesis testing, regression, time series, and directional data. Prereq: MATH 246 or 251.

GEOL 520. Geocommunication. 3 Credits.
Scientific writing and presentations for the geological sciences. Focus on writing scientific papers and proposals, preparing oral and visual presentations.

GEOL 525. Geology of Ore Deposits. 5 Credits.
Porphyry copper-molybdenum, epithermal, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, alteration and ore mineral assemblages, and geochemistry of ore formation.

GEOL 531. Paleontology I: Paleozoic Marine Fossils. 4 Credits.
Biostratigraphy, evolution, and paleoecology of life on earth: Paleozoic and some Mesozoic marine invertebrates. Laboratory exercises on fossil specimens.
GEOL 533. Paleobotany. 4 Credits.
Evolution and ecology of plants and microbes from the origin of life to global warming. Laboratory exercises and field trip to collect plant fossils.

GEOL 534. Vertebrate Paleontology. 4 Credits.
Evolution of vertebrates, including ourselves, based on fossil evidence. Physical and other evolutionary constraints are addressed, and lab exercises provide practical experience.

GEOL 535. Paleopedology. 4 Credits.
Soil formation; mapping and naming fossil soils; features of soils in hand specimens and petrographic thin sections; interpretations of ancient environments from features of fossil soils.

GEOL 538. Geobiology. 4 Credits.
Studies how microorganisms interact with geological environments at scales from enzymes to global element cycles.

GEOL 541. Hillslope Geomorphology. 4 Credits.
Hillslope processes and landforms; includes hillslope hydrology, overland flow erosion, weathering and soil formation, soil creep, landslides and related hazards, glacial and periglacial processes, effects of land-use practices and fire, and landscape evolution.

GEOL 551. Hydrogeology. 4 Credits.
Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with geologic materials.

GEOL 552. Neotectonics and Quaternary Geology. 4 Credits.
Interpretation of active structures from deformed quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Repeatable once for maximum of 8 credits.

GEOL 553. Tectonics. 3 Credits.
Tectonic processes and examples. Global kinematics of plates and the forces that drive them. Continental deformation in compressional, shear, and extensional settings.

GEOL 555. Mechanical Earth. 4 Credits.
Introduction to continuum mechanics. Includes stress and strain, friction, elasticity, viscous fluids, constitutive laws, equations of motion, and deformation of the earth.

GEOL 562. Environmental Geomechanics. 4 Credits.
Application of fluid and solid mechanics to understanding processes in the earth and environmental sciences. Offered alternate years.

GEOL 563. Computational Earth Science. 4 Credits.
Practical techniques for scientific computing. Topics include root finding, curve fitting, interpolation, integration and differentiation, optimization, differential equations.

GEOL 567. Fault Mechanics. 4 Credits.
The physics of faulting throughout the earthquake cycle. Topics include fault friction, seismic rupture, earthquake triggering, and other fault zone processes. Offered alternate years.

GEOL 568. Introduction to Seismology. 4 Credits.
Introduction to observational, theoretical, and computational seismology. Includes review of earth structure, source representation, ray theory, and seismic wave phenomena.

GEOL 571. Thermodynamic Geochemistry. 4 Credits.
Introduction to geologic application of classical chemical thermodynamics. Gibbs free energy and its temperature, pressure, and composition derivatives; fugacity, activity, and chemical potential. Solutions, ideal and nonideal.

GEOL 572. Aqueous-Mineral-Gas Equilibria. 4 Credits.
Aqueous chemistry applied to natural waters (geothermal, diagenetic, continental brines). Equilibrium calculations applied to aqueous-mineral-gas systems. Prereq: CH 223; MATH 252.

GEOL 573. Isotope Geochemistry. 4 Credits.
Introduction to nuclear physics and isotope systematics; techniques of isotope analysis; applications of stable and radioactive isotopes in geochronology and as tracers of geological processes.

GEOL 601. Research: [Topic]. 1-16 Credits.
Repeatable.

GEOL 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

GEOL 603. Dissertation. 1-16 Credits.
Repeatable.

GEOL 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

GEOL 606. Field Studies: [Topic]. 1-6 Credits.

GEOL 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

GEOL 608. Laboratory Projects: [Topic]. 1-3 Credits.
Repeatable.

GEOL 609. Practicum: [Topic]. 1-3 Credits.
Repeatable.

GEOL 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

GEOL 620. Advanced Igneous Petrology. 3 Credits.
Ingeous rocks of the ocean basins, continental margins, and stable continental interior including basalts, calcalkaline series, and granites. Content varies according to research interests. Prereq: GEOL 414/514, 471/571 or equivalent.

GEOL 692. Volcanology. 3 Credits.
Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes.

East Asian Languages and Literatures

Rachel DiNitto, Department Head
541-346-4012
541-346-0260 fax
301 Friendly Hall
1248 University of Oregon
Eugene, Oregon 97403-1248

The Department of East Asian Languages and Literatures presents a wide range of courses in several programs, from introductory courses in the languages and literatures of East Asia (Chinese, Japanese, and Korean) to advanced graduate-level study of linguistics and literature. Undergraduate degrees include a bachelor of arts (BA) degree in Chinese or Japanese and minors in Chinese, Japanese, or Korean. The department also offers master’s (MA) and doctoral (PhD) degrees in East Asian languages and literatures. At all levels, students may choose to
focus on either language or literature, though all degree programs require course work from both areas.

The department typically supports dozens of students in graduate-level study while 100 undergraduate BA majors graduate each year. Faculty members are strongly committed to promoting a rich immersion in Chinese, Japanese, and Korean, and undergraduates and graduate students alike are encouraged to study abroad and conduct research throughout East Asia.

Preparation

The department recommends the following preparation for study leading to an undergraduate major in Chinese, Japanese, or Korean:

1. As much work as possible in the student’s major language, focusing on oral and written communication and reading comprehension
2. Knowledge of the history, culture, and geography of the area in which that language is spoken
3. Course work in literary analysis and cultural studies

Careers

Students with an undergraduate degree in Chinese, Japanese, or Korean are well prepared for graduate-level study in the humanities, social sciences, and professions (e.g., law or business). They are also suited to a range of jobs in many different sectors, including business, education, and journalism as well as government agencies and nonprofit organizations. Recent graduates have found jobs in all of these areas.

Faculty


Emeriti


Angela Jung-Palandri, professor emerita. BA, 1946, Catholic University, Peking; MA, 1949, MLS, 1954, PhD, 1955, Washington (Seattle). (1962)


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

• Bachelor of Arts in Chinese: Cultural-Intensive Option
• Bachelor of Arts in Chinese: Language-Intensive Option
• Bachelor of Arts in Chinese: Linguistics-Intensive Option
• Bachelor of Arts in Japanese: Cultural-Intensive Option
• Bachelor of Arts in Japanese: Language-Intensive Option
• Bachelor of Arts in Japanese: Linguistics-Intensive Option
• Minor in Chinese
• Minor in Japanese
• Minor in Korean

Undergraduate Studies
The Department of East Asian Languages and Literatures offers undergraduate major programs in Chinese and Japanese languages and literatures. Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature and culture of the country. The Department also offers undergraduate minors in Chinese, Japanese, and Korean.

Preparation
Students considering a major in Chinese or Japanese should decide their major as early as possible so that they can satisfy the requirements in four years of undergraduate study. Background in languages, literature, or history at the high school or community college level is good preparation for the student majoring in Chinese or Japanese.

Careers
A major in Chinese or Japanese prepares a student for graduate study in the humanities, social sciences, and professional schools and also for careers in business, teaching, law, journalism, and government agencies. Career options for people with knowledge of Chinese, Japanese, or Korean are steadily increasing.

Chinese Flagship Program
This program is a language option for students who wish to achieve advanced levels of proficiency in Chinese.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 420/520</td>
<td>Intermediate Language...</td>
<td>4</td>
</tr>
<tr>
<td>CHN 421/521</td>
<td>Intermediate Language...</td>
<td>4</td>
</tr>
<tr>
<td>CHN 422/522</td>
<td>Intermediate Language...</td>
<td>4</td>
</tr>
<tr>
<td>CHN 439/539</td>
<td>Chinese Academic Writing</td>
<td>4</td>
</tr>
<tr>
<td>CHN 445/545</td>
<td>Advanced Chinese: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>CHN 480/580</td>
<td>Chinese Linguistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Flagship courses as well as content courses taught in Chinese in other departments expose students to the language and content of a broad range of disciplines, including business, journalism, social sciences, sciences, and the humanities. These courses prepare students to pursue a wide variety of careers in Chinese-speaking environments. Students do not need to be Chinese majors to enroll in Chinese Flagship courses or the program. Those interested in either Flagship-level courses or formally enrolling in the program should visit chineseflagship.uoregon.edu.

Japanese Global Scholars Program
Specifically designed for advanced Japanese speakers committed to linguistic, cultural, and intellectual advancement. The program, open to majors and nonmajors, offers courses on academic topics conducted in Japanese, helping students to become proficient both in the subject areas and the language. For more information, visit the website (https://casls.uoregon.edu/legacy-projects/student-programs/japanese-global-scholars).

Major Requirements
Prospective majors must meet with an East Asian languages and literatures faculty advisor when declaring the major, each spring to obtain the advisor’s signature before fall term registration, and two terms before graduation.

Any course for which a grade lower than C– is received does not count toward the major.

Prospective majors who place above the first term of the third year of a language (Third-Year Chinese (CHN 301) or Third-Year Japanese (JPN 301)) must draft an individualized program in conjunction with a department advisor.

Bachelor of Arts in Chinese: Culture-Intensive Option
At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 301</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 302</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 303</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 304</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 305</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 306</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 307</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 308</td>
<td>Literature of Modern Taiwan</td>
<td></td>
</tr>
</tbody>
</table>

Select four of the following, with two in upper division. These four courses must be taken in residence on UO campus from the Department of East Asian Languages and Literatures.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 150</td>
<td>Introduction to Chinese Narrative</td>
<td></td>
</tr>
<tr>
<td>CHN 151</td>
<td>Introduction to Chinese Film</td>
<td></td>
</tr>
<tr>
<td>CHN 152</td>
<td>Introduction to Chinese Popular Culture</td>
<td></td>
</tr>
<tr>
<td>CHN 305</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 306</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 307</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 308</td>
<td>Literature of Modern Taiwan</td>
<td></td>
</tr>
</tbody>
</table>

Four upper-division courses 1

Total Credits 47

1 Courses must be in Chinese language, culture, literature, linguistics, history, art, economics, or other approved areas taken from this or other departments. Of these, at least two must be from the Department of East Asian Languages and Literatures. A third non-Chinese course chosen from within the department may also count toward the culture-intensive option.

Bachelor of Arts in Chinese: Language-Intensive Option
At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 301</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 302</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 303</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 304</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 305</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 306</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 307</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 308</td>
<td>Literature of Modern Taiwan</td>
<td></td>
</tr>
<tr>
<td>CHN 480</td>
<td>Chinese Linguistics</td>
<td></td>
</tr>
</tbody>
</table>

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 305</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 306</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 307</td>
<td>History of Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHN 308</td>
<td>Literature of Modern Taiwan</td>
<td></td>
</tr>
<tr>
<td>CHN 480</td>
<td>Chinese Linguistics</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Arts in Chinese: Linguistics-Intensive Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 301</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 302</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 303</td>
<td>Third-Year Chinese</td>
<td>5</td>
</tr>
<tr>
<td>CHN 411</td>
<td>Fourth-Year Chinese</td>
<td></td>
</tr>
<tr>
<td>CHN 412</td>
<td>Fourth-Year Chinese</td>
<td></td>
</tr>
<tr>
<td>CHN 413</td>
<td>Modern Chinese Texts: [Topic]</td>
<td></td>
</tr>
<tr>
<td>CHN 438</td>
<td>Literary Chinese Texts: [Topic]</td>
<td></td>
</tr>
<tr>
<td>CHN 439</td>
<td>Chinese Academic Writing</td>
<td></td>
</tr>
</tbody>
</table>

Select three of the following:

- CHN 411
- CHN 412
- CHN 413
- CHN 438
- CHN 439

Total Credits 47

Bachelor of Arts in Chinese: Culture-Intensive Option

At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 301</td>
<td>Third-Year Japanese</td>
<td>4</td>
</tr>
<tr>
<td>JPN 302</td>
<td>Third-Year Japanese</td>
<td>4</td>
</tr>
<tr>
<td>JPN 303</td>
<td>Third-Year Japanese</td>
<td>4</td>
</tr>
<tr>
<td>JPN 411</td>
<td>Fourth-Year Spoken Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 412</td>
<td>Fourth-Year Spoken Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 413</td>
<td>Fourth-Year Spoken Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 414</td>
<td>Fourth-Year Reading and Writing Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 415</td>
<td>Fourth-Year Reading and Writing Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 416</td>
<td>Fourth-Year Reading and Writing Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 434</td>
<td>Advanced Readings in Japanese Literature</td>
<td></td>
</tr>
<tr>
<td>JPN 435</td>
<td>Advanced Readings in Japanese Literature</td>
<td></td>
</tr>
<tr>
<td>JPN 436</td>
<td>Advanced Readings in Japanese Literature</td>
<td></td>
</tr>
<tr>
<td>JPN 437</td>
<td>Classical Japanese Literary Language</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following:

- JPN 305
- JPN 306
- JPN 307
- JPN 315

Four upper-division courses 16

Total Credits 47

Bachelor of Arts in Japanese: Language-Intensive Option

At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 301</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 302</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 303</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 305</td>
<td>Introduction to Japanese Literature</td>
<td></td>
</tr>
<tr>
<td>JPN 306</td>
<td>Introduction to Japanese Literature</td>
<td></td>
</tr>
<tr>
<td>JPN 307</td>
<td>Introduction to Japanese Literature</td>
<td></td>
</tr>
<tr>
<td>JPN 315</td>
<td>Introduction to Japanese Linguistics</td>
<td></td>
</tr>
<tr>
<td>JPN 411</td>
<td>Fourth-Year Spoken Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 412</td>
<td>Fourth-Year Spoken Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 413</td>
<td>Fourth-Year Spoken Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 414</td>
<td>Fourth-Year Reading and Writing Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 415</td>
<td>Fourth-Year Reading and Writing Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 416</td>
<td>Fourth-Year Reading and Writing Japanese</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following:

- JPN 413
- JPN 416

Upper-division course 4

Total Credits 47

Bachelor of Arts in Japanese: Linguistics-Intensive Option

At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 301</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 302</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 303</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPN 411</td>
<td>Fourth-Year Spoken Japanese</td>
<td></td>
</tr>
<tr>
<td>JPN 412</td>
<td>Fourth-Year Spoken Japanese</td>
<td></td>
</tr>
</tbody>
</table>

1 Courses must be in Japanese literature, linguistics, film, or culture (which may include a maximum of 8 credits in courses taught outside the Department of East Asian Languages and Literatures). Courses outside the department require advisor approval.
Honors Thesis in Japanese

With the support of an advisor, students may write a thesis on a Japanese topic. Thesis topics must be approved at least one term before the thesis is submitted for honors credit.

Thesis Written in English. To count toward a Japanese degree, the thesis must be on a Japanese cultural topic with a suggested length of forty pages.

Thesis Written in Japanese. With an advisor’s approval, majors may opt to write a thesis in Japanese with a suggested length of 12,500 characters.

Minor in Chinese

The Chinese minor requires a minimum of 6 courses (a minimum of 24 graded credits), which must consist of at least 3 upper-division language courses, 2 upper-division courses in literature, linguistics, and or culture, and a sixth course that can come from either category. At least three of the six courses must be taken in residence on the University of Oregon campus from the Department of East Asian Languages and Literatures.

Modern Chinese language—a minimum of three courses, at third-year level or higher, chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 301</td>
<td>Third-Year Chinese</td>
</tr>
<tr>
<td>CHN 302</td>
<td>Third-Year Chinese</td>
</tr>
<tr>
<td>CHN 303</td>
<td>Third-Year Chinese</td>
</tr>
<tr>
<td>CHN 411</td>
<td>Fourth-Year Chinese</td>
</tr>
<tr>
<td>CHN 412</td>
<td>Fourth-Year Chinese</td>
</tr>
<tr>
<td>CHN 413</td>
<td>Modern Chinese Texts: [Topic]</td>
</tr>
<tr>
<td>CHN 305</td>
<td>History of Chinese Literature</td>
</tr>
<tr>
<td>CHN 306</td>
<td>History of Chinese Literature</td>
</tr>
<tr>
<td>CHN 307</td>
<td>History of Chinese Literature</td>
</tr>
<tr>
<td>CHN 308</td>
<td>Literature of Modern Taiwan</td>
</tr>
<tr>
<td>CHN 480</td>
<td>Chinese Linguistics</td>
</tr>
</tbody>
</table>

Upper-division language courses must be taken at the University of Oregon or through an Oregon University System program in China. Lower-division courses must be passed with grades of C– or better or P; upper-division courses must be passed with grades of C– or better.

Minor in Japanese

The Japanese minor requires a minimum of 6 courses (a minimum of 24 graded credits), which must consist of at least 3 upper-division language courses, 2 upper-division courses in literature, linguistics, and or culture, and a sixth course that can come from either category. At least three of the six courses must be taken in residence on the University of Oregon campus from the Department of East Asian Languages and Literatures.

Modern Japanese language—a minimum of three courses, at third-year level or higher, chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 301</td>
<td>Third-Year Japanese</td>
</tr>
<tr>
<td>JPN 302</td>
<td>Third-Year Japanese</td>
</tr>
<tr>
<td>JPN 303</td>
<td>Third-Year Japanese</td>
</tr>
<tr>
<td>JPN 411</td>
<td>Fourth-Year Spoken Japanese</td>
</tr>
<tr>
<td>JPN 412</td>
<td>Fourth-Year Spoken Japanese</td>
</tr>
<tr>
<td>JPN 413</td>
<td>Fourth-Year Spoken Japanese</td>
</tr>
</tbody>
</table>
Culture, literature, film, linguistics—a minimum of two courses chosen from the following:
- JPN 305 Introduction to Japanese Literature
- JPN 306 Introduction to Japanese Literature
- JPN 307 Introduction to Japanese Literature
- JPN 315 Introduction to Japanese Linguistics

Upper-division language courses must be taken at the University of Oregon or through an Oregon University System program in Japan. Lower-division courses must be passed with grades of C– or better or P; upper-division courses must be passed with grades of C– or better.

**Minor in Korean**

The Korean minor requires a minimum of 6 courses (a minimum of 24 graded credits), which must consist of at least 3 upper-division language courses, 2 upper-division courses in literature, linguistics, and or culture, and a sixth course that can come from either category. At least three of the six courses must be taken in residence on the University of Oregon campus from the Department of East Asian Languages and Literatures.

Korean language—a minimum of three courses, at third-year level or higher, chosen from the following:
- KRN 301 Third Year Korean 5
- KRN 302 Third-Year Korean 5
- KRN 303 Third-Year Korean 5
- KRN 411 Fourth-Year Korean 4
- KRN 412 Fourth-Year Korean 4
- KRN 413 Fourth-Year Korean 4

Culture, literature, film, linguistics—a minimum of two courses chosen from the following:
- KRN 309 Languages and Cultural Formation in Korea 4
- KRN 315 Introduction to Korean Linguistics 4
- KRN 360 Contemporary Korean Film 4
- KRN 361 Korean Popular Culture and Transnationalism 4

Upper-division language courses must be taken at the University of Oregon or through an Oregon University System program in Korea. Lower-division courses must be passed with grades of C– or better or P; upper-division courses must be passed with grades of C– or better.

**East Asian Studies Minor**

See the Asian Studies section of this catalog for a description of the minor in East Asian studies.

**Overseas Study**

The University of Oregon has four overseas study programs in China and Japan. Students in University of Oregon study abroad programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the Academic Resources section of this catalog. Students are strongly advised to talk with their major advisor before they study abroad to plan their courses of study and make sure the courses they take in China and Japan will count toward major requirements.

---

**Kindergarten through Secondary Teaching Careers**

Students who complete the BA degree with a major in Chinese or Japanese are eligible to apply for the College of Education’s fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the College of Education.

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Chinese: Cultural-Intensive Option (p. )
- Chinese: Language-Intensive Option (p. )
- Chinese: Linguistic-Intensive Option
- Japanese: Cultural-Intensive Option (p. )
- Japanese: Language-Intensive Option (p. )
- Japanese: Linguistics-Intensive Option (p. )

**Bachelor of Arts in Chinese: Cultural-Intensive Option**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 101</td>
<td>First-Year Chinese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Credits</strong> 17</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 102</td>
<td>First-Year Chinese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>One of the major survey courses, lower-division (150, 151, 152)</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Credits</strong> 17</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 103</td>
<td>First-Year Chinese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Credits</strong> 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits</strong> 51</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 201</td>
<td>Second-Year Chinese</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
One of the major survey courses (150, 151, 152, 305, 306, 307, 308) 4
Group-satisfying courses 8

<table>
<thead>
<tr>
<th>Credits</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>CHN 202</td>
<td>Second-Year Chinese 5</td>
</tr>
<tr>
<td>One of the major survey courses (150, 151, 152, 305, 306, 307, 308)</td>
<td>Degree requires four courses (at least two of them upper-division). 4</td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>CHN 203</td>
<td>Second-Year Chinese 5</td>
</tr>
<tr>
<td>One of the major survey courses (150, 151, 152, 305, 306, 307, 308)</td>
<td>Complete major survey requirements; degree requires four courses (at least two of them upper-division) 4</td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td>Complete group requirements 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 301</td>
<td>Third-Year Chinese 5</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>Four upper-division courses in Chinese language, culture, literature, linguistics, history, art, economics, or other approved areas; at least three must have the EALL subject code. One non-Chinese (JPN, KRN, or EALL) course can count toward the Chinese culture-intensive option. Courses in other departments must be approved by an advisor. 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 302</td>
<td>Third-Year Chinese 5</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>Four upper-division courses in Chinese language, culture, literature, linguistics, history, art, economics, or other approved areas; at least three must have the EALL subject code. One non-Chinese (JPN, KRN, or EALL) course can count toward the Chinese culture-intensive option. Courses in other departments must be approved by an advisor. 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 303</td>
<td>Third-Year Chinese 5</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>Four upper-division courses in Chinese language, culture, literature, linguistics, history, art, economics, or other approved areas; at least three must have the EALL subject code. One non-Chinese (JPN, KRN, or EALL) course can count toward the Chinese culture-intensive option. Courses in other departments must be approved by an advisor. 4</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Arts in Chinese: Language- Intensive Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 101</td>
<td>First-Year Chinese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 102</td>
<td>First-Year Chinese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td>Complete writing requirement</td>
</tr>
<tr>
<td>or WR 123</td>
<td>College Composition III</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 103</td>
<td>First-Year Chinese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 201</td>
<td>Second-Year Chinese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 411</td>
<td>Fourth-Year Chinese  or CHN 420</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 202</td>
<td>Second-Year Chinese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHN 203</td>
<td>Second-Year Chinese</td>
<td>5</td>
<td>Complete lower-division language courses</td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Arts in Chinese: Linguistic-Intensive Option

#### Course | Title | Credits Milestones
--- | --- | ---
**First Year**<br>Fall<br>CHN 101 | First-Year Chinese | 5
WR 121 | College Composition I | 4
Group-satisfying courses | 8<br>**Winter**<br>CHN 102 | First-Year Chinese | 5
WR 122 | College Composition II or College Composition III | 4
Group-satisfying courses | 8<br>**Spring**<br>CHN 103 | First-Year Chinese | 5

#### Second Year<br>Fall<br>CHN 201 | Second-Year Chinese | 5
One major survey course (EALL 209, LING 301, CHN 480, CHN 482) | CHN 480 and 482 are required | 4
Group-satisfying courses | 8<br>**Winter**<br>CHN 202 | Second-Year Chinese | 5
One major survey course - EALL 209, LING 301, CHN 480 or CHN 482 | CHN 480 and 482 are required | 4
Group-satisfying courses | 8<br>**Spring**<br>CHN 203 | Second-Year Chinese | 5
One major survey course (EALL 209, LING 301, CHN 480, CHN 482) | Complete major survey requirements; CHN 480 and 482 are required | 4
Elective course | 4

#### Third Year<br>Fall<br>CHN 301 | Third-Year Chinese | 5
Electives | 12<br>**Winter**<br>CHN 302 | Third-Year Chinese | 5
Electives | 12<br>**Spring**<br>CHN 303 | Third-Year Chinese | 5

---

East Asian Languages and Literatures
### Bachelor of Arts in Japanese: Cultural-Intensive Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 101</td>
<td>First-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 102</td>
<td>First-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

| **Second Year** |                             |         |                                                |
| **Fall**        |                              |         |                                                |
| JPN 201         | Second-Year Japanese         | 5       |                                                |
| Group-satisfying courses |                  | 8       |                                                |
| **Winter**      |                              |         |                                                |
| JPN 202         | Second-Year Japanese         | 5       |                                                |
| Group-satisfying course |                  | 8       |                                                |
| **Spring**      |                              |         |                                                |
| JPN 203         | Second-Year Japanese         | 5       |                                                |
| Upper-division elective course |                  | 4       |                                                |
| Group-satisfying course |                  | 4       |                                                |
| Elective course |                              |         | **17**                                          |
| **Credits**     |                             |         | **17**                                          |

| **Third Year** |                             |         |                                                |
| **Fall**       |                              |         |                                                |
| JPN 301        | Third-Year Japanese          | 5       |                                                |
| Upper-division elective course |                  | 4       |                                                |
| Electives      |                              |         | **8**                                           |
| **Credits**    |                             |         | **17**                                          |
| **Winter**     |                              |         |                                                |
| JPN 302        | Third-Year Japanese          | 5       |                                                |
| Upper-division elective course |                  | 4       |                                                |
East Asian Languages and Literatures

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>One 400-level Japanese language course</td>
<td>4</td>
<td>Complete fourth-year language requirement</td>
</tr>
<tr>
<td>Winter</td>
<td>One 400-level Japanese language course</td>
<td>4</td>
<td>Complete fourth-year language requirement</td>
</tr>
<tr>
<td>Spring</td>
<td>JPN 303</td>
<td>Third-Year Japanese</td>
<td>Complete third-year language requirement</td>
</tr>
<tr>
<td>Spring</td>
<td>Group-satisfying courses</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Arts in Japanese: Language-Intensive Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Fall</td>
<td>JPN 101</td>
<td>First-Year Japanese</td>
</tr>
<tr>
<td>Winter</td>
<td>JPN 102</td>
<td>First-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>Winter</td>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>Complete writing requirement</td>
</tr>
<tr>
<td>Spring</td>
<td>JPN 303</td>
<td>Third-Year Japanese</td>
<td>Complete third-year language courses</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>JPN 201</td>
<td>Second-Year Japanese</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>JPN 202</td>
<td>Second-Year Japanese</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>JPN 203</td>
<td>Second-Year Japanese</td>
<td>Complete lower-division language requirement</td>
</tr>
<tr>
<td>Winter</td>
<td>JPN 302</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>Spring</td>
<td>JPN 303</td>
<td>Third-Year Japanese</td>
<td>Complete third-year language courses</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>JPN 301</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>Winter</td>
<td>JPN 302</td>
<td>Third-Year Japanese</td>
<td>5</td>
</tr>
<tr>
<td>Spring</td>
<td>JPN 303</td>
<td>Third-Year Japanese</td>
<td>Complete third-year language courses</td>
</tr>
</tbody>
</table>
### Bachelor of Arts in Japanese: Linguistics-Intensive Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 101</td>
<td>First-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 102</td>
<td>First-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td>Complete writing requirement</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 201</td>
<td>Second-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>One major survey course (EALL 209, JPN 315, EALL 440, 441)</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 202</td>
<td>Second-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>One major survey course (EALL 209, JPN 315, EALL 440, 441)</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 203</td>
<td>Second-Year Japanese</td>
<td>5</td>
<td>Complete lower-division language courses</td>
</tr>
<tr>
<td>One major survey course (EALL 209, JPN 315, EALL 440, 441)</td>
<td></td>
<td>4</td>
<td>Complete major survey requirement</td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td></td>
<td>4</td>
<td>Complete group requirements</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 301</td>
<td>Third-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>One upper-division linguistics course with EALL subject code</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 302</td>
<td>Third-Year Japanese</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>One upper-division linguistics course with EALL subject code</td>
<td></td>
<td>4</td>
<td>Complete upper-division linguistics requirement</td>
</tr>
</tbody>
</table>
In addition to departmental requirements, graduate students must fulfill the general requirements of the Graduate School listed in that section of this catalog.

The Chinese, Japanese, and Korean studies programs, which prepare students to work in a variety of professional and academic fields, provide intensive training in linguistic and textual analysis and an extensive exposure to literary theory, film studies, and comparative and cultural studies. The department encourages students to develop their specialization in East Asian literatures and films in broader, more comparative, and more interdisciplinary and transnational perspectives than has been the case in traditional programs. The faculty’s research and teaching interests cover the major fields, genres, and chronological divisions of Chinese and Japanese literature and film. They encourage creative connections and challenges to conventional disciplinary boundaries by exploring the relationships between literature-cinema and such areas as history, law, linguistics, politics, religion, philosophy, sociology, theater and the performing arts, and women’s, gender, and sexuality studies.

**Comparative Literature**

Several members of the department’s faculty participate in the Comparative Literature Program. For more information, see the Comparative Literature section of this catalog.

**Linguistics**

The departmental Chinese, Japanese and Korean linguists work closely with the Department of Linguistics in research, teaching, and program development in theoretical and applied linguistics. Interested students are encouraged to work closely with a departmental advisor to pursue a specialization or field in East Asian linguistics and/or East Asian second-language acquisition.

In addition, several members of the department’s faculty are affiliated with other UO graduate programs, including the graduate specialization in translation studies, graduate certificate in new media and culture, graduate certificate in women’s and gender studies, and cinema studies. Complete details and answers to specific questions about graduate programs in the Department of East Asian Languages and Literatures are available from the department’s graduate secretary.

**Admission**

An applicant for admission to the MA program should have completed an undergraduate major in Chinese, Japanese, or Korean language, literature, or linguistics, or have equivalent experience.

An applicant for admission to the PhD program should have completed an MA degree in Chinese, Japanese, or Korean language and literature, linguistics, or have equivalent experience.

**Application Procedure**

Graduate program applications are submitted via an online process found at the department’s web site. In the course of completing the application, students are required to upload the following:

1. **Statement of Purpose.** The 750-word statement of purpose should address the applicant’s specific academic preparation or experience, all areas of research interest, career goals, and reason for attending the University of Oregon. In addition, PhD applicants should include potential research questions.
2. Writing Sample. The writing sample must come from a course that shows up on the transcript. International students must submit a sample in English and may submit an additional sample in Chinese or Japanese.

3. Transcripts. Unofficial copies of undergraduate and/or graduate transcripts should be uploaded from all institutions attended. In addition, official transcripts from these institutions should be sent to the University of Oregon, Office of Admissions, 1217 University of Oregon, Eugene, OR 97403-1217.

4. Letters of Recommendation. Three persons familiar with the applicant’s academic experience and ability to carry out independent research must be identified. The online application requests contact information (name, position, institution, telephone number, and e-mail address) from each of these people. Upon submission of the online application, each person will be notified via e-mail and provided with instructions on how to upload their recommendations.

5. Graduate Record Examination (GRE) scores. The GRE test is required for all applicants. Applicants should take the test in time for the official results to arrive to the university prior to January 1. The online application is self-reporting, however official GRE scores need to be sent to the University of Oregon (institution code 4846) and the Department of East Asian Languages and Literatures (department code 2601).

Applications are due by January 1. New students are typically admitted to the program for fall term.

Graduate Employee Fellowships

A number of graduate employee fellowships (GEs) are available each year for new graduate students in the department. Students must apply to the department by January 1 for admission and appointment the following fall term. During each term of the appointment, graduate employees must register for and complete at least 9 credits of course work that can be applied to the degree program.

First-year GEs must attend an orientation and training workshop, which is held the week before fall term begins.

Master of Arts in East Asian Languages and Literatures, Chinese Studies: Option One

This is the usual option for students seeking the MA degree in East Asian languages and literatures with a specialization in Chinese studies. It prepares students for study at the doctoral level.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 523</td>
<td>Issues in Early Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 524</td>
<td>Issues in Medieval Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 525</td>
<td>Issues in Modern Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two graduate courses in linguistics,</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>literary theory, or another literature (advisor approved)</td>
<td></td>
</tr>
<tr>
<td>EALL 611</td>
<td>Critical Approaches</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Course in language pedagogy, Asian</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>history, or another field relevant to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>student’s career objectives (advisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>approved)</td>
<td></td>
</tr>
<tr>
<td>CHN 503</td>
<td>Thesis 2</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits 31

Students who elect to write a thesis must register for this course. Students must pass a comprehensive written examination at the end of study or write a master of arts thesis.

Master of Arts in East Asian Languages and Literatures, Chinese Studies: Option Two

A master’s student may, in consultation with the student’s advisor, apply for early entry to the PhD program. Such applications are typically made spring term but, in any event, after at least two terms at the university. Applications must include transcripts, three recommendations, and a statement of the student’s prospective course of study. Students who elect this option are awarded the master’s degree upon completion of the course work for the PhD degree. Students must pass a comprehensive oral examination that covers the student’s primary areas of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 523</td>
<td>Issues in Early Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 524</td>
<td>Issues in Medieval Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>CHN 525</td>
<td>Issues in Modern Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two graduate courses in linguistics,</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>literary theory, or another literature</td>
<td></td>
</tr>
<tr>
<td>EALL 611</td>
<td>Critical Approaches</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Course in language pedagogy, Asian</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>history, or another field relevant to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>student’s career objectives (advisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>approved)</td>
<td></td>
</tr>
<tr>
<td>CHN 503</td>
<td>Thesis 2</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits 26

1. Reading and Conference: [Topic] (CHN 605) may be counted toward the twelve required courses, with advisor approval.

Master of Arts in East Asian Languages and Literatures, Japanese Studies

The student takes 12 related to the field of Japanese studies:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 537</td>
<td>Classical Japanese Literary Language</td>
<td>4</td>
</tr>
<tr>
<td>JPN 534</td>
<td>Advanced Readings in Japanese Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course in the Japanese Global Scholars Program 1</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 4

1. For nonnative speakers of Japanese; native speakers of Japanese take an additional course in Japanese studies in place of this requirement.

In addition to the completion of the required courses, students must pass a comprehensive examination at the end of study or complete a master of arts thesis. The examination and degree-granting process differs for terminal MA students and for students who apply for continued study in the university’s PhD program (see below).

---

1. Reading and Conference: [Topic] (CHN 605) may be counted toward the fourteen required courses, with advisor approval.
Terminal MA Students in Japanese Studies

Those students who are not planning to go on to the PhD must successfully pass a two-part written examination based on the following reading list:

1. Approximately 20 works of Japanese literature and/or Japanese film, which should provide comprehensive coverage of major periods, writers, and genres of Japanese literature and/or film. The student's advisor will provide a model reading list.
2. Approximately 10 works of general theory and criticism, based on the student’s specialized area, which can be outside the area of Japanese studies.
3. Approximately 10 works in a specialized area of the student’s own choosing.

The first part of the exam shall include questions pertaining to broad issues in the field of Japanese literature and film deriving from section one of the student’s reading list. The second part of the exam, to be administered a week later, shall cover more specialized questions deriving from sections two and three of the student’s reading list. The student shall have forty-eight hours for each part to produce the final typed, double-spaced exams of approximately ten to twelve pages each.

Consulting the faculty committee, the advisor shall determine whether the student has successfully fulfilled the requirements for the MA degree, and shall confer one of the following grades: distinction, clear pass, marginal pass, or failure. Should the advisor determine that the candidate has not been successful, he or she may recommend that the student be given one additional opportunity to pass the exam during the next academic term.

Consulting the advisor, the student can complete an MA thesis instead of passing a comprehensive examination at the end of study. Students who elect to write a thesis must register for 9 credits of Thesis (JPN 503). As in the case of students who take comprehensive examinations, the advisor, consulting with the faculty committee, shall determine whether the student has successfully fulfilled the requirements of the MA degree, and shall confer one of the following grades: distinction, clear pass, marginal pass, or failure. Should the advisor determine that the candidate has not been successful, the advisor may recommend that the student be given additional time to revise the thesis or to pass the exam during the next academic term.

Master of Arts in East Asian Languages and Literatures, Korean Studies

The MA degree in East Asian Languages and Literatures with a specialization in Korean literature, film, and culture requires successful completion of a minimum of 12 graduate-level courses (at least 4 credits each). These courses must be chosen in consultation with the student’s advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three courses in the Korean sector</td>
<td>12</td>
</tr>
<tr>
<td>Four Korea-related courses, which may be taught outside the department</td>
<td>16</td>
</tr>
<tr>
<td>Five advisor-approved electives with the subject code EALL</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Credits 48

In addition to completion of the required courses, students must pass a comprehensive examination at the end of study or write and defend a MA thesis.

Option 1: MA Comprehensive Exam

Students who choose to take a comprehensive exam must successfully pass a two-part written examination based on the following reading list:

1. Approximately 20 works of Korean literature and/or film, which should provide comprehensive coverage of major periods, writers, and genres of Korean literature and/or film. The student’s advisor will provide a model reading list.
2. Approximately 10 works of general theory and criticism, based on the student’s specialized area, which can be outside the area of Korean studies.
3. Approximately 10 works of a specialized area of the student’s own choosing.

The first part of the exam shall include questions pertaining to broad issues in the field of Korean literature and/or film deriving from section one of the students’ reading list. The second part of the exam, to be administered a week later, shall cover more specialized questions deriving from sections two and three of the student’s reading list. The student shall have 48 hours for each part to produce the final typed, double-spaced exams of approximately 10 to 12 pages each.

Option 2: MA Thesis

Students who elect to write a thesis must register for 9 credits of Thesis (KRN 503).

Two terms before graduation, the student meets with the advisor during the first week of the term to set up a two-member committee and a schedule for submitting thesis or project drafts (e.g., the first week of winter term if planning to graduate spring term).

At least six weeks before the date of the thesis or project defense, the student submits a draft to the main advisor for approval. The advisor is expected to return comments within two weeks. Then, a continuing dialogue ensues between the student and advisor until the manuscript is considered complete. If approval is not obtained at this point, there is no guarantee that the student will be able to graduate that term.

The student submits a clean copy of the thesis or project to the advisor and committee members either two weeks before defense or four weeks before the filing date for an approved thesis as published by the Graduate School.

Master of Arts in East Asian Languages and Literatures, Linguistics and Language Pedagogy

This MA program offers a complete East Asian linguistics and pedagogy program, covering Chinese, Japanese, and Korean. Students may elect to specialize in Chinese, Japanese, or Korean linguistics and pedagogy.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALL 607 Seminar: [Topic]</td>
<td>2</td>
</tr>
</tbody>
</table>

Core Courses (Chinese Focus)

Choose four from the following: 16

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 580 Chinese Linguistics</td>
<td></td>
</tr>
<tr>
<td>CHN 581 Pedagogical Grammar of Chinese</td>
<td></td>
</tr>
<tr>
<td>EALL 540 Japanese and Korean Phonetics</td>
<td></td>
</tr>
<tr>
<td>EALL 542 Second-Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>EALL 543 Chinese, Japanese, and Korean Pedagogy</td>
<td></td>
</tr>
<tr>
<td>EALL 680 Linguistics Research and Bibliography</td>
<td></td>
</tr>
</tbody>
</table>

Core Courses (Japanese Focus)
Choose four from the following:  
- EALL 540 Japanese and Korean Phonetics 
- EALL 541 Japanese and Korean Syntax 
- EALL 542 Second-Language Acquisition 
- EALL 543 Chinese, Japanese, and Korean Pedagogy 
- EALL 680 Linguistics Research and Bibliography 

One course in Japanese pedagogical grammar

Core Courses (Korean Focus)  
Choose four from the following:  
- EALL 540 Japanese and Korean Phonetics 
- EALL 541 Japanese and Korean Syntax 
- EALL 542 Second-Language Acquisition 
- EALL 543 Chinese, Japanese, and Korean Pedagogy 
- EALL 680 Linguistics Research and Bibliography 

One course in Korean pedagogical grammar

Linguistics Electives  
Choose at least three of the following:  
- CHN 582 History of the Chinese Language 
- CHN 507 Seminar: [Topic] (Figurative Language) 
- EALL 586 East Asian Sociopragmatics 
- EALL 507 Seminar: [Topic] (Sociophonetics) 
- EALL 507 Seminar: [Topic] (Phonetics and Second-Language Acquisition)

Open Electives  
Four advisor-approved courses in linguistics, literature, and languages with an EALL subject code

Master's degree candidates must also fulfill the requirements of the UO Graduate School.

Doctor of Philosophy Degree Program

The PhD program in East Asian languages and literatures is designed to provide students with a high level of competence in their area of specialization and a familiarity with applicable methodologies and theories. The program has four components:

- course work 
- comprehensive examination 
- prospectus for the dissertation 
- the dissertation itself 

Specific courses and projects used to fulfill requirements must be approved by the student’s advisor, who works with the other faculty members to develop the student’s program.

Timeline for Completion of the PhD Program

Course work—two years 
Comprehensive examination and approval of prospectus or qualifying paper—one year 
Dissertation writing and defense—two years

Additional Course Work

Depending on the student’s background when admitted to the PhD program, additional course work may be required.

PhD in East Asian Languages and Literatures, Chinese Studies

The PhD degree in East Asian languages and literatures with a specialization in Chinese studies requires completion of a minimum of six 4-credit graduate-level courses beyond those required for the MA degree. Depending on the student’s background or preparation at the time of admission to the PhD program, the number of required courses may be nine or twelve. Courses must be chosen in consultation with the student’s advisor.

Six courses in Chinese literature, linguistics, or film
- CHN 523 Issues in Early Chinese Literature
- CHN 524 Issues in Medieval Chinese Literature
- CHN 525 Issues in Modern Chinese Literature

Select one of the following:

Demonstrate the ability to use a second foreign language substantively in research or pass a translation examination in the language
Demonstrate advanced knowledge of a particular methodology or theory by taking three graduate-level courses, including one course in CHN 605 for which the student writes a paper applying the methodology to Chinese literature.

Complete three courses in a secondary literature

1 Or equivalents—unless the student has already taken these courses.

PhD in East Asian Languages and Literatures, Japanese Studies

The PhD with a specialization in Japanese studies requires students to successfully complete nine graduate courses beyond the number required for the MA degree. These courses must be chosen in consultation with the student’s advisor. Appropriate courses in related fields (e.g., Japanese history, religion) may be substituted with the advisor’s approval.

Four courses in Japanese studies
Two courses in methodology-theory, preferably in Japanese studies
Japanese linguistics or teaching methodology course
Two courses chosen in consultation with advisor

1 At least one of the two must be in EALL

PhD in East Asian Languages and Literatures, Linguistics

The PhD with a specialization in East Asian linguistics is designed to build a high level of competence in linguistics research in Chinese, Japanese, or Korean. The program has four components:

- Course work
- Comprehensive exam
- Qualifying paper
- Dissertation

A total of nine graduate courses beyond those at the MA level is required. Courses must be chosen in consultation with a doctoral advisor.

Choose three or more core courses in East Asian linguistics:

<table>
<thead>
<tr>
<th>CHN 580</th>
<th>Chinese Linguistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALL 540</td>
<td>Japanese and Korean Phonetics</td>
</tr>
<tr>
<td>EALL 541</td>
<td>Japanese and Korean Syntax</td>
</tr>
<tr>
<td>EALL 680</td>
<td>Linguistics Research and Bibliography</td>
</tr>
</tbody>
</table>

Choose three or more electives in East Asian linguistics:

<table>
<thead>
<tr>
<th>CHN 581</th>
<th>Pedagogical Grammar of Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 582</td>
<td>History of the Chinese Language</td>
</tr>
<tr>
<td>EALL 543</td>
<td>Chinese, Japanese, and Korean Pedagogy</td>
</tr>
<tr>
<td>KRN 510</td>
<td>Experimental Course: [Topic]</td>
</tr>
<tr>
<td>EALL 542</td>
<td>Second-Language Acquisition</td>
</tr>
<tr>
<td>EALL 586</td>
<td>East Asian Sociopragmatics</td>
</tr>
<tr>
<td>CHN 603</td>
<td>Dissertation</td>
</tr>
<tr>
<td>JPN 603</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

Other electives may be taken in linguistics, language teaching specialization, or psychology in consultation with an advisor.

Students in the PhD track must successfully complete a comprehensive examination and prospectus defense (culture students) or qualifying paper (linguistics students) to advance to candidacy (all but dissertation) status. By the end of their second year in the program (at the very latest), each student should identify a committee of three faculty members who will oversee their training for the comprehensive examination. Since each person’s needs and interests may be different, students are expected to work closely with their primary advisor at all stages of the process.

Comprehensive Examination

The goal of the comprehensive examination is to ensure that students have received training broad enough to qualify as a teacher beyond the narrow research focus of their dissertation. The comprehensive examination is composed of a written and an oral component.

In conjunction with their primary advisor, students choose three fields, a major field and two minor fields, each to be advised by a faculty member in that area. Cultural fields may be determined by genre, time period, or methodology; linguistic fields may be determined by theoretical orientation, language orientation, and methodology. In conjunction with their advisors, students develop a reading list of twenty to forty items for each field. For culture students, these items may include both primary and secondary texts; the composition of each reading list will be tailored to the individual student’s needs. It is expected that reading lists will develop organically from graduate seminars and readings and conferences.

For each field, the student will submit a comprehensive examination paper. The papers may be developed from a term paper written for a seminar or written for the sake of the examination, as determined by the advisor. These comprehensive examination papers should demonstrate the student’s broad knowledge of a field. Ideally, for the major field, this paper will be the basis for a dissertation chapter. In some instances, students may be asked to develop a syllabus rather than write a research paper.

Advisors have two weeks to read and approve each comprehensive examination paper. After the three comprehensive examination papers have been approved by the field examiner and the primary advisor, the student schedules an oral examination. The oral examination (one to two hours in duration) is an opportunity for the three examiners to engage the student in an in-depth conversation about the items on the reading lists. The goal of the oral examination is to ensure that students have enough familiarity with both the critical and primary works in the field to teach at the postsecondary level. The oral examination is not open to the public.

The oral examination is composed of a written and an oral component.

Both parts of the comprehensive examination should be completed by the end of the student’s third year in the program. It is at the discretion of the committee to determine if students should have a second opportunity to sit for an oral examination if the first attempt is not successful. At the discretion of the committee, those students whose performance is deemed unsatisfactory may be granted a terminal MA.

Prospectus (Culture Track)

Before scheduling the prospectus defense, students need to notify the graduate secretary of the membership of their dissertation committee (three faculty members from the department and one from another department). The prospectus defense is the first meeting of the entire dissertation committee to provide feedback on the dissertation research project. The prospectus, a document of twenty to thirty pages, should introduce the research question, the methodology, and a basic outline of the dissertation; a bibliography is required. Once the advisors approve
a draft of the dissertation prospectus, certifying that in their opinion the project is well-conceived and viable, the student schedules a meeting of the entire committee. A defense is an opportunity for the committee to ask questions and provide advice and direction for the research project. The prospectus defense is public.

In order to leave enough time for the dissertation research and writing, the prospectus defense should take place during the third year of study and no later than the winter term of the fourth year. Students who are unable to complete a viable prospectus by spring of their fourth year in the program will be granted a terminal MA.

### Qualifying Paper (Linguistics Track)

As the equivalent of the prospectus defense for culture track students, linguistics students are expected to produce an original publishable paper, of substantial length and quality, in a subfield of linguistics. This qualifying paper should demonstrate the student's ability to carry out an empirical study and write an analytical research paper. The unmodified MA thesis cannot serve this purpose.

A committee consisting of the advisor and a second faculty member familiar with the subfield will referee the qualifying paper. The student may be asked to revise the qualifying paper before it is accepted as satisfactory work. Upon documented completion of the paper, the student needs to identify a dissertation committee (three faculty members from the department and one from another department) and notify the graduate secretary. The student then confirms the dissertation topic and presents a prospectus constituting a short abstract detailing their research topic. This should be done within one term of completing the qualifying paper. After the prospectus has been approved, the student will advance to candidacy.

To leave enough time for the dissertation research and writing, the qualifying paper and prospectus should be completed during the third year of study and no later than the winter term of the fourth year. Students who are unable to complete a viable qualifying paper by spring of their fourth year in the program will be granted a terminal MA.

### Program Goals

The comprehensive examination is distinct from the dissertation prospectus or qualifying paper. The comprehensive examination papers and oral examination involve general preparation and give the student an opportunity to show broad knowledge of a field. The prospectus defense for culture-track students is more narrowly focused on the dissertation project and demonstrates the student's ability to identify and define a research project. Similarly, the qualifying paper for linguistics students is focused on the student’s main research area and demonstrates the ability to undertake a research project. The comprehensive examination and prospectus defense or qualifying paper enable students to demonstrate that they can be successful as teachers and researchers. Students will advance to ABD (all but dissertation) status after the successful completion of both the comprehensive examination and the prospectus defense or qualifying paper, in addition to the completion of all required course work.

### Dissertation

A dissertation committee is formed at least one month before the prospectus is presented for review and approval. This committee advises the student on writing the dissertation and approves the completed dissertation.

Students who have taken an MA comprehensive exam in Japanese studies do not need to take a PhD comprehensive exam. However, they need to orally defend the dissertation prospectus within one academic term after the completion of course work to facilitate the student’s completion of the dissertation as well as to let the faculty community clearly know the progress of the student toward the completion.

Consulting the advisor, the student (either terminal MA or applicant to the PhD program) can complete an MA thesis instead of passing a comprehensive examination at the end of study. Students who elect to write a thesis are strongly recommended to register for 9 credits of Thesis (JPN 503). As in the case of students who take comprehensive examinations, the advisor in consultation with the faculty committee shall determine whether the student has successfully fulfilled the requirements of the MA degree, and shall confer one of the following grades: distinction, clear pass, marginal pass, or failure. Should the advisor determine that the candidate has not been successful, the advisor may recommend that the student be given additional time to revise the thesis or to pass the exam during the next academic term.

### Courses

**CHN 101. First-Year Chinese. 5 Credits.**
Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.

**CHN 102. First-Year Chinese. 5 Credits.**
Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese. Prereq: CHN 101 or equivalent.

**CHN 103. First-Year Chinese. 5 Credits.**
Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese. Prereq: CHN 102 or equivalent.

**CHN 105. Accelerated First-Year Chinese I. 5 Credits.**
Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Prereq: CHN 101 with grade of A- or higher.

**CHN 106. Accelerated First-Year Chinese II. 5 Credits.**
Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Prereq: CHN 102 with a grade of A or higher or CHN 105 with a grade of B+ or higher.

**CHN 150. Introduction to Chinese Narrative. 4 Credits.**
Introduction to specific features of Chinese narrative. Readings may span traditional to contemporary literature. Focuses on analysis of characterization, symbolism, causality, and formal issues. Taught in English.

**CHN 151. Introduction to Chinese Film. 4 Credits.**
Introduction to the cinemas of China, Taiwan, and Hong Kong, featuring films by directors Zhang Yimou, Chen Kaige, John Woo, Wong Kar-Wei, and Ang Lee. No background in Chinese necessary; English subtitles.
CHN 152. Introduction to Chinese Popular Culture. 4 Credits.
Introduction to popular Chinese cultures in China, Hong Kong, Taiwan, and the United States. Discussion focuses on nationalism, globalization, identity, and gender. No background in Chinese necessary; taught in English.

CHN 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

CHN 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

CHN 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

CHN 201. Second-Year Chinese. 5 Credits.
Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese.
Prereq: CHN 103 or equivalent.

CHN 202. Second-Year Chinese. 5 Credits.
Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese.
Prereq: CHN 201 or equivalent.

CHN 203. Second-Year Chinese. 5 Credits.
Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese.
Prereq: CHN 202 or equivalent.

CHN 204. Accelerated Second-Year Chinese I. 5 Credits.
Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing.
Prereq: CHN 103 with a grade of A or higher or CHN 106 with a grade of B+ or higher.

CHN 205. Accelerated Second-Year Chinese II. 5 Credits.
Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing.
Prereq: CHN 201 with a grade of A or higher or CHN 204 with a grade of B+ or higher.

CHN 206. Accelerated Second-Year Chinese III. 5 Credits.
Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing.
Prereq: CHN 202 with a grade of A or higher or CHN 205 with a grade of B+ or higher.

CHN 301. Third-Year Chinese. 5 Credits.
Continued training in listening, speaking, reading, and writing.
Prereq: CHN 203 or equivalent.

CHN 302. Third-Year Chinese. 5 Credits.
Continued training in listening, speaking, reading, and writing.
Prereq: CHN 301 or equivalent.

CHN 303. Third-Year Chinese. 5 Credits.
Continued training in listening, speaking, reading, and writing.
Prereq: CHN 302 or equivalent.

CHN 305. History of Chinese Literature. 4 Credits.
Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.
Prereq: WR 121 or equivalent.

CHN 306. History of Chinese Literature. 4 Credits.
Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.
Prereq: WR 121 or equivalent.

CHN 307. History of Chinese Literature. 4 Credits.
Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.
Prereq: WR 121 or equivalent.

CHN 308. Literature of Modern Taiwan. 4 Credits.
Surveys the literature of Taiwan from the postwar era to the present. Discussion focuses on national identity, gender, class, modernization, and globalization. Taught in English.
Prereq: WR 121 or equivalent.

CHN 309. Gender and Sexuality in Traditional Chinese Literature. 4 Credits.
Examines the changing constructions of gender and sexuality in premodern China. Topics include arranged marriage and concubinage, attitudes toward the body and transgender identities. No background in Chinese necessary; readings in English.
Prereq: WR 121 or equivalent.

CHN 310. Gender and Sexuality in Modern Chinese Literature. 4 Credits.
Primary and secondary works about women, sexuality, and changing gender roles in republican, socialist, and post-Mao China. Readings in English.
Prereq: WR 121 or equivalent.

CHN 311. Self and Society in Traditional Chinese Literature. 4 Credits.
Examines the role of the self in premodern Chinese society through reading some of the most important works in traditional Chinese literature. Taught in Chinese.
Prereq: Proficiency in modern Chinese as confirmed by instructor.

CHN 312. Special Studies: [Topic]. 1-5 Credits.
Topic varies from term to term. Repeatable for maximum of 12 credits.

CHN 313. Research: [Topic]. 1-21 Credits.
Repeatable.

CHN 314. Thesis. 1-6 Credits.
Repeatable for maximum of 6 credits.

CHN 315. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

CHN 316. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

CHN 317. Seminar: [Topic]. 1-4 Credits.
Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both. Repeatable when topic changes.
CHN 408. Workshop: [Topic]. 1-21 Credits. Repeatable.

CHN 409. Supervised Tutoring. 1-4 Credits. Repeatable for maximum of 18 credits.

CHN 410. Experimental Course: [Topic]. 1-5 Credits. Repeatable.

CHN 411. Fourth-Year Chinese. 4 Credits. Repeatable. Study of contemporary Chinese using written and spoken forms. Prereq: CHN 303 or equivalent.


CHN 413. Modern Chinese Texts: [Topic]. 4 Credits. Readings and discussion in Chinese of Chinese modern literary and cultural texts. Topics change yearly. Repeatable once when topic changes, for maximum of 8 credits.

CHN 420. Intermediate Language Strategies. 4 Credits. Focuses on topics in one of these areas: social sciences, sciencees, and humanities. Sequence with CHN 421, 422. Prereq: CHN 303 or third-year Chinese language proficiency.

CHN 421. Intermediate Language Strategies. 4 Credits. Focuses on topics in one of these areas: social sciences, sciencees, and humanities. Sequence with CHN 420, 422. Prereq: CHN 303 or third-year Chinese language proficiency.

CHN 422. Intermediate Language Strategies. 4 Credits. Focuses on topics in one of these areas: social sciences, sciencees, and humanities. Sequence with CHN 420, 421. Prereq: CHN 303 or third-year Chinese language proficiency.

CHN 423. Issues in Early Chinese Literature. 4 Credits. Explores scholarship on and questions raised about early Chinese literary forms; examines the notions of history and narrative.

CHN 424. Issues in Medieval Chinese Literature. 4 Credits. Explores scholarship on and questions raised about Chinese poetry and its characteristics.

CHN 425. Issues in Modern Chinese Literature. 4 Credits. Explores scholarship on and questions raised about modern Chinese literature and culture; includes realism, modernism, gender, and literary form.

CHN 436. Literary Chinese. 4 Credits. Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

CHN 437. Literary Chinese. 4 Credits. Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

CHN 438. Literary Chinese Texts: [Topic]. 4 Credits. Focus on a theme in classical Chinese texts. Topics change yearly. Course taught in English. Repeatable once for maximum of 8 credits.

CHN 439. Chinese Academic Writing. 4 Credits. Expansion of skills in formal written Chinese to communicate with native speakers about thoughts and professional knowledge. Repeatable thrice for a maximum of 16 credits when topic changes. Prereq: CHN 420.

CHN 445. Advanced Chinese: [Topic]. 4 Credits. Repeatable. Focuses on group and individual language study on a specific topic, such as cultural geography of China, religious studies, or business. Prereq: CHN 422/522.

CHN 452. Chinese Film and Theory. 4 Credits. Examines Chinese film and film theory. Focuses on Chinese film in cultural debate and in the international film arena.

CHN 480. Chinese Linguistics. 4 Credits. Introduces students to various linguistic levels of Chinese; covers basic concepts and methodologies of linguistic analysis, including the relationship between language structure, culture, and cognition.

CHN 481. Pedagogical Grammar of Chinese. 4 Credits. Introduces students to theoretically grounded pedagogical approaches to Chinese as a foreign language. Topics include theoretical models, tones, characters, morphology, syntactic construction, and discourse pragmatics.

CHN 482. History of the Chinese Language. 4 Credits. Introduction to the various stages of the historical development of the Chinese language family. Offered alternate years.

CHN 503. Thesis. 1-6 Credits. Repeatable.

CHN 507. Seminar: [Topic]. 1-4 Credits. Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both. Repeatable when topic changes.

CHN 508. Workshop: [Topic]. 1-21 Credits. Repeatable.

CHN 510. Experimental Course: [Topic]. 1-5 Credits. Repeatable.

CHN 511. Fourth-Year Chinese. 4 Credits. Repeatable. Study of contemporary Chinese using written and spoken forms. Prereq: CHN 303 or equivalent.


CHN 513. Modern Chinese Texts: [Topic]. 4 Credits. Readings and discussion in Chinese of Chinese modern literary and cultural texts. Topics change yearly. Repeatable once when topic changes, for maximum of 8 credits.

CHN 520. Intermediate Language Strategies. 4 Credits. Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 521, 522.

CHN 521. Intermediate Language Strategies. 4 Credits. Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 520, 522.

CHN 522. Intermediate Language Strategies. 4 Credits. Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 520, 522.
CHN 523. Issues in Early Chinese Literature. 4 Credits.
Explores scholarship on and questions raised about early Chinese literary forms; examines the notions of history and narrative.

CHN 524. Issues in Medieval Chinese Literature. 4 Credits.
Explores scholarship on and questions raised about medieval Chinese literature and culture; includes realism, modernism, gender, and literary form.

CHN 525. Issues in Modern Chinese Literature. 4 Credits.
Explores scholarship on and questions raised about modern Chinese literature and culture; includes realism, modernism, gender, and literary form.

CHN 526. Literary Chinese. 4 Credits.
Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

CHN 527. Literary Chinese. 4 Credits.
Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

CHN 528. Literary Chinese Texts: [Topic]. 4 Credits.
Focus on a theme in classical Chinese texts. Topics change yearly. Repeatable once for maximum of 8 credits.

CHN 529. Chinese Academic Writing. 4 Credits.
Expansion of skills in formal written Chinese to communicate with native speakers about thoughts and professional knowledge. Repeatable thrice for a maximum of 16 credits when topic changes.

CHN 530. Advanced Chinese: [Topic]. 4 Credits.
Repeatable. Focuses on group and individual language study on a specific topic, such as cultural geography of China, religious studies, or business.

CHN 531. Chinese Film and Theory. 4 Credits.
Examines Chinese film and film theory. Focuses on Chinese film in cultural debate and in the international film arena.

CHN 532. Chinese Linguistics. 4 Credits.
Introduces students to various linguistic levels of Chinese; covers basic concepts and methodologies of linguistic analysis, including the relationship between language structure, culture, and cognition.

CHN 533. Pedagogical Grammar of Chinese. 4 Credits.
Introduces students to theoretically grounded pedagogical approaches to Chinese as a foreign language. Topics include theoretical models, tones, characters, morphology, syntactic construction, and discourse pragmatics.

CHN 534. History of the Chinese Language. 4 Credits.
Introduction to the various stages of the historical development of the Chinese language family. Offered alternate years.

CHN 535. Research: [Topic]. 1-10 Credits.
Repeatable.

CHN 536. Supervised College Teaching. 1-16 Credits.
Repeatable.

CHN 537. Dissertation. 1-16 Credits.
Repeatable.

CHN 538. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable as student projects warrant.

CHN 539. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

CHN 540. Seminar: [Topic]. 1-6 Credits.
Studies and projects in Chinese literature, linguistics, or pedagogy. Sources in Chinese, English, or both. Repeatable when topic changes.

CHN 541. Practicum: [Topic]. 1-4 Credits.
Repeatable for maximum of 18 credits.

Courses

EALL 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

EALL 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

EALL 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

EALL 209. Language and Society in East Asia. 4 Credits.
Introduction to language and society in East Asia. Topics include the structure of Chinese, Japanese, and Korean; politeness; intercultural communication; writing; minority and immigrant communities. Taught in English.

EALL 210. China: A Cultural Odyssey. 4 Credits.
Introduction to the distinctive features of China's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

EALL 211. Japan: A Cultural Odyssey. 4 Credits.
Introduction to distinctive features of Japan's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

EALL 360. East Asian Cinema. 4 Credits.
Examination of East Asian cinema in the context of the immense political and cultural transformations in Asia over the past century.

EALL 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

EALL 401. Research: [Topic]. 1-21 Credits.
Repeatable.

EALL 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

EALL 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

EALL 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

EALL 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

EALL 409. Supervised Tutoring. 1-3 Credits.
Repeatable.

EALL 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

EALL 440. Japanese and Korean Phonetics. 4 Credits.
The articulatory and acoustic analyses of Japanese and Korean sound systems.
Prereq: JPN 103 or KRN 103.

EALL 441. Japanese and Korean Syntax. 4 Credits.
Prereq: JPN 103, KRN 103, or equivalent.
EALL 442. Second-Language Acquisition. 4 Credits.
Analyzes how important theories and concepts in second-language acquisition apply specifically to the learning of Chinese, Japanese, and Korean.

EALL 443. Chinese, Japanese, and Korean Pedagogy. 4 Credits.
Advanced language pedagogy; includes investigation of issues pertinent to the teaching of East Asian languages.
Prereq: CHN 303, JPN 303, or KRN 303.

EALL 460. Teaching East Asian Languages and Literatures at College Level. 2 Credits.
Training in Chinese and Japanese language instruction through lectures, observations, and teaching practicums. Repeatable thrice for maximum of 8 credits.

EALL 486. East Asian Sociopragmatics. 4 Credits.
Provides detailed analysis of how three East Asian languages (Chinese, Japanese, Korean) are used appropriately according to the social context. Offered alternate years.

EALL 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

EALL 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

EALL 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

EALL 540. Japanese and Korean Phonetics. 4 Credits.
The articulatory and acoustic analyses of Japanese and Korean sound systems.

EALL 541. Japanese and Korean Syntax. 4 Credits.
Compares and contrasts syntactic characteristics of Japanese and Korean. Series with EALL 440/546, EALL 441/541. Offered alternate years.

EALL 542. Second-Language Acquisition. 4 Credits.
Analyzes how important theories and concepts in second-language acquisition apply specifically to the learning of Chinese, Japanese, and Korean.

EALL 543. Chinese, Japanese, and Korean Pedagogy. 4 Credits.
Advanced language pedagogy; includes investigation of issues pertinent to the teaching of East Asian languages.

EALL 560. Teaching East Asian Languages and Literatures at College Level. 2 Credits.
Training in Chinese and Japanese language instruction through lectures, observations, and teaching practicums. Repeatable thrice for maximum of 8 credits.

EALL 586. East Asian Sociopragmatics. 4 Credits.
Provides detailed analysis of how three East Asian languages (Chinese, Japanese, Korean) are used appropriately according to the social context. Offered alternate years.

EALL 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

EALL 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

EALL 608. Workshop: [Topic]. 1-4 Credits.
Repeatable three times when topic changes for maximum of 12 credits.

EALL 611. Critical Approaches. 2 Credits.
Introduces recent research and methodologies in the fields of Chinese, Japanese and Korean traditional and modern literary, cultural, film, and linguistic studies.

EALL 680. Linguistics Research and Bibliography. 5 Credits.
Provides critical training in quantitative and qualitative methods and bibliography research in linguistics and language pedagogy.

Courses

JPN 101. First-Year Japanese. 5 Credits.
Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.
Prereq: JPN 101 or equivalent.

JPN 102. First-Year Japanese. 5 Credits.
Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.
Prereq: JPN 102 or equivalent.

JPN 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

JPN 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

JPN 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

JPN 201. Second-Year Japanese. 5 Credits.
Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.
Prereq: JPN 103 or equivalent.

JPN 202. Second-Year Japanese. 5 Credits.
Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.
Prereq: JPN 201 or equivalent.

JPN 203. Second-Year Japanese. 5 Credits.
Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.
Prereq: JPN 203 or equivalent.

JPN 250. Manga Millennium. 4 Credits.
Surveys the 1,000-year history of visual-verbal narratives—comics—in Japan, ranging from medieval picture to modern manga.

JPN 301. Third-Year Japanese. 5 Credits.
Provides a solid foundation in listening, speaking, reading, and writing.
Prepares students for advanced study.
Prereq: JPN 303 or equivalent.

JPN 302. Third-Year Japanese. 5 Credits.
Provides a solid foundation in listening, speaking, reading, and writing.
Prepares students for advanced study.
Prereq: JPN 301 or equivalent.

JPN 303. Third-Year Japanese. 5 Credits.
Provides a solid foundation in listening, speaking, reading, and writing.
Prepares students for advanced study.
Prereq: JPN 302 or equivalent.
JPN 305. Introduction to Japanese Literature. 4 Credits.
Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, genres, and authors such as "The Tale of Genji," Haiku, Kawabata, and Mishima. Readings in English. Prereq: WR 121 or equivalent.

JPN 306. Introduction to Japanese Literature. 4 Credits.
Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, genres, and authors such as "The Tale of Genji," Haiku, Kawabata, and Mishima. Readings in English. Prereq: WR 121 or equivalent.

JPN 307. Introduction to Japanese Literature. 4 Credits.
Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, genres, and authors such as "The Tale of Genji," Haiku, Kawabata, and Mishima. Readings in English. Prereq: WR 121 or equivalent.

JPN 315. Introduction to Japanese Linguistics. 4 Credits.
Survey of general characteristics of the Japanese language in the aspects of sound structure, vocabulary, writing system, meaning, and sentence constructions. Offered alternate years. Prereq: JPN 103.

JPN 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable for maximum of 12 credits.

JPN 401. Research: [Topic]. 1-4 Credits.
Repeatable for maximum of 12 credits.

JPN 403. Thesis. 1-6 Credits.
Repeatable for maximum of 6 credits.

JPN 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

JPN 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

JPN 407. Seminar: [Topic]. 1-4 Credits.
Studies and projects in Japanese literature or linguistics. Sources are in Japanese, English, or both. Repeatable when topic changes.

JPN 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

JPN 409. Supervised Tutoring. 1-4 Credits.
Repeatable for maximum of 18 credits.

JPN 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

JPN 411. Fourth-Year Spoken Japanese. 4 Credits.
Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills. Prereq: JPN 303 or equivalent.

JPN 412. Fourth-Year Spoken Japanese. 4 Credits.
Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills. Prereq: JPN 411.

JPN 413. Fourth-Year Spoken Japanese. 4 Credits.
Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills. Prereq: JPN 412.

JPN 414. Fourth-Year Reading and Writing Japanese. 4 Credits.
Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays. Prereq: JPN 303 or equivalent.

JPN 415. Fourth-Year Reading and Writing Japanese. 4 Credits.
Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays. Prereq: JPN 414.

JPN 416. Fourth-Year Reading and Writing Japanese. 4 Credits.
Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays. Prereq: JPN 415.

JPN 425. Modern Japanese Literature: [Topic]. 4 Credits.
Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include youth culture, postwar literature, digital-age stories. Repeatable twice when topic changes for maximum of 12 credits.

JPN 434. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature. Prereq: JPN 416.

JPN 435. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature. Prereq: JPN 434.

JPN 436. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature. Prereq: JPN 435.

JPN 437. Classical Japanese Literary Language. 4 Credits.
Introduction to the basic principles and forms of classical Japanese literary language—style, syntax, and textuality. Selected readings of texts in classical Japanese from Nara through Edo periods. Prereq: JPN 303.

JPN 455. Japanese Business Culture and Language. 4 Credits.
Provides extensive training in communication skills in all formats (oral and visual) in a business setting. The goal is a successful interview of local Japanese business people conducted in Japanese. Prereq: JPN 303 or equivalent.

JPN 471. The Japanese Cinema. 4 Credits.
Major filmmakers and works are introduced. Comparative analysis of Japanese cinema as narrative form and artists' efforts to grapple with the Japanese experience of modernity. Readings, films, and discussions in English.

JPN 480. Early Modern Comics. 4 Credits.
Focuses on comic books in 18th and 19th century Japan and their place in the "floating world" of popular culture.
JPN 490. Translation and Japanese Literature. 4 Credits.
Explores the theory and practice of translation as it relates to Japanese literature. Students produce their own translations and critique existing translations.
Prereq: JPN 412 or 416 or JPN 303.

JPN 503. Thesis. 1-6 Credits.
Repeatable.

JPN 507. Seminar: [Topic]. 1-4 Credits.
Studies and projects in Japanese literature or linguistics. Sources are in Japanese, English, or both. Repeatable when topic changes.

JPN 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

JPN 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

JPN 511. Fourth-Year Spoken Japanese. 4 Credits.
Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.
Prereq: JPN 303 or equivalent.

JPN 512. Fourth-Year Spoken Japanese. 4 Credits.
Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.
Prereq: JPN 411/511.

JPN 513. Fourth-Year Spoken Japanese. 4 Credits.
Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.
Prereq: JPN 412/512.

JPN 514. Fourth-Year Reading and Writing Japanese. 4 Credits.
Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.
Prereq: JPN 303 or equivalent.

JPN 515. Fourth-Year Reading and Writing Japanese. 4 Credits.
Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.
Prereq: JPN 414/514.

JPN 516. Fourth-Year Reading and Writing Japanese. 4 Credits.
Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.
Prereq: JPN 415/515.

JPN 525. Modern Japanese Literature: [Topic]. 4 Credits.
Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include suicide and literature East and West, nations and resistance, atomic bomb literature. Repeatable twice when topic changes for maximum of 12 credits.

JPN 534. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.
Prereq: JPN 416/516.

JPN 535. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.
Prereq: JPN 434/534.

JPN 536. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.
Prereq: JPN 435/535.

JPN 537. Classical Japanese Literary Language. 4 Credits.
Introduction to the basic principles and forms of classical Japanese literary language--style, syntax, and textuality. Selected readings of texts in classical Japanese from Nara through Edo periods.
Prereq: JPN 303 or equivalent.

JPN 571. The Japanese Cinema. 4 Credits.
Major filmmakers and works are introduced. Comparative analysis of Japanese cinema as narrative form and artists’ efforts to grapple with the Japanese experience of modernity. Readings, films, and discussions in English.

JPN 580. Early Modern Comics. 4 Credits.
Focuses on comic books in 18th and 19th century Japan and their place in the "floating world" of popular culture.

JPN 590. Translation and Japanese Literature. 4 Credits.
Explores the theory and practice of translation as it relates to Japanese literature. Students produce their own translations and critique existing translations.
JPN 512 or 516

JPN 601. Research: [Topic]. 1-10 Credits.
Repeatable.

JPN 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

JPN 603. Dissertation. 1-16 Credits.
Repeatable.

JPN 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable as approved by the faculty.

JPN 607. Seminar: [Topic]. 1-6 Credits.
Studies and projects in Japanese literature, linguistics, or pedagogy. Sources in Japanese, English, or both. Repeatable when topic changes.

JPN 609. Practicum: [Topic]. 1-4 Credits.
Repeatable for maximum of 18 credits.

JPN 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

Courses

KRN 101. First-Year Korean. 5 Credits.
Introduction to basic Korean grammar, syllabary, conversation, and characters. Offered annually with KRN 201, 202, 203.

KRN 102. First-Year Korean. 5 Credits.
Introduction to basic Korean grammar, syllabary, conversation, and characters.
Prereq: KRN 101.

KRN 103. First-Year Korean. 5 Credits.
Introduction to basic Korean grammar, syllabary, conversation, and characters.
Prereq: KRN 102.

KRN 151. Introduction to Korean Cinema. 4 Credits.
Surveys Korean national cinema, from the earliest days of the medium to the present.

KRN 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
KRN 201. Second-Year Korean. 5 Credits.
Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters. Offered annually with KRN 101, 102, 103. Prereq: KRN 103 or equivalent.

KRN 202. Second-Year Korean. 5 Credits.
Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters. Prereq: KRN 201.

KRN 203. Second-Year Korean. 5 Credits.

KRN 301. Third Year Korean. 5 Credits.
Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills. Sequence with KRN 302, 303. Prereq: KRN 203

KRN 302. Third-Year Korean. 5 Credits.
Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills. Sequence with KRN 301, 303. Prereq: KRN 301.

KRN 303. Third-Year Korean. 5 Credits.
Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills. Sequence with KRN 301, 302. Prereq: KRN 302.

KRN 309. Languages and Cultural Formation in Korea. 4 Credits.
Examines the roles that languages and literacies played in the formation of Korean culture from a socio-historical linguistic perspective.

KRN 315. Introduction to Korean Linguistics. 4 Credits.
Surveys general characteristics of the Korean language and places them in their cultural and historical context. Prereq: KRN 103.

KRN 360. Contemporary Korean Film. 4 Credits.
Introduction to contemporary South Korean film. Explores changes in film culture, practice, and industry in relation to social changes since the early 1990s. Offered alternate years.

KRN 361. Korean Popular Culture and Transnationalism. 4 Credits.
Explores contemporary South Korean popular culture in a global frame and key issues in cultural transnationalization.

KRN 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

KRN 403. Thesis. 1-6 Credits.
Repeatable for a maximum of 6 credits.

KRN 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

KRN 411. Fourth-Year Korean. 4 Credits.
Development of advanced language skills and cultural sensitivity. Sequence with KRN 411, 412. Prereq: KRN 412.

KRN 413. Fourth-Year Korean. 4 Credits.
Development of advanced language skills and cultural sensitivity. Sequence with KRN 411, 412. Prereq: KRN 412.

KRN 503. Thesis. 1-6 Credits.
Repeatable.

KRN 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

KRN 511. Fourth-Year Korean. 4 Credits.
Development of advanced language skills and cultural sensitivity. Sequence with KRN 512, 513.

KRN 512. Fourth-Year Korean. 4 Credits.
Development of advanced language skills and cultural sensitivity. Sequence with KRN 511, 513. Prereq: KRN 511.

KRN 513. Fourth-Year Korean. 4 Credits.
Development of advanced language skills and cultural sensitivity. Sequence with KRN 511, 512. Prereq: KRN 512.

KRN 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

KRN 609. Practicum: [Topic]. 1-4 Credits.
Repeatable for maximum of 18 credits.

Economics

Bruce McGough, Department Head
541-346-8845
435 Prince Lucien Campbell Hall

Economics addresses the problem of using scarce resources to satisfy society's unlimited wants. The discipline is divided into two general areas—microeconomics and macroeconomics. Microeconomics explores questions about the way society allocates resources; it applies to public policy in such areas as urban, industrial organization, and labor economics. Macroeconomics considers such questions as the causes of inflation and unemployment; it applies to such areas as monetary policy, development and international economics.

Faculty

Bruce A. Blonigen, Philip H. Knight Professor (international trade, industrial organization, applied econometrics); dean for faculty and operations, College of Arts and Sciences. BA, 1988, Gustavus Adolphus; MA, 1992, PhD, 1995, California, Davis. (1995)

Alfredo Burlando, associate professor (development, labor economics, industrial organization); BA, 2003, MA, 2003, California, Davis; PhD, 2010, Boston. (2010)

Trudy Ann Cameron, professor (applied microeconomics, applied econometrics); Raymond F. Mikesell Chair in Environmental and Resource Economics. BA, 1977, British Columbia; PhD, 1982, Princeton. (2001)


George W. Evans, professor (econometrics, macroeconomics); John Hamacher Chair in Economics. BA, 1972, Oxford; BA, 1974, MA, 1976, PhD, 1980, California, Berkeley. (1994)


Michael Kuhn, assistant professor (behavioral economics, labor, public finance). BA, 2009, California, Los Angeles; PhD, 2014, California, San Diego. (2014)


Grant R. McDermott, assistant professor (environmental and natural resource economics, applied econometrics, uncertainty and Bayesian learning), BS, 2004, Cape Town; MS, 2011, PhD, 2015, Norwegian School of Economics. (2017)


Glen R. Waddell, professor (applied econometrics, industrial organization, labor economics). BS, 1995, Trent; MS, 1996, Miami; PhD, 2000, Purdue. (2001)


Emeriti

Robert Campbell, professor emeritus. BA, 1947, California, Berkeley; BS, 1950, U.S. Merchant Marine Academy; PhD, 1953, California, Berkeley. (1952)


Stephen E. Haynes, professor emeritus. BA, 1968, PhD, 1976, California, Santa Barbara. (1978)


W. Ed Whitelaw, professor emeritus. BA, 1963, Montana; PhD, 1968, Massachusetts Institute of Technology. (1967)

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

• Bachelor of Arts
• Bachelor of Science
• Minor

Undergraduate Studies

The Department of Economics offers an undergraduate major leading to a bachelor’s degree. Undergraduate courses in economics provide broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also lay a solid foundation in economics to students interested in professional graduate training in economics or in careers in business, law, government, or journalism.
For more detailed information, students are encouraged to visit the department website.

### Preparation

Suggested preparation for freshman students is four years of high school mathematics. Prospective majors are strongly urged to satisfy part of their science group requirement with an introductory calculus sequence and the combination of mathematics and computer and information science required for the bachelor of science degree, to be taken in the freshman or sophomore year. Suggested preparation for second-year college transfer students is

1. the equivalents of EC 201 Introduction to Economic Analysis: Microeconomics and EC 202 Introduction to Economic Analysis: Macroeconomics and
2. the equivalents of MATH 251 Calculus I, MATH 252 Calculus II—or MATH 241 Calculus for Business and Social Science I, MATH 242 Calculus for Business and Social Science II for students not intending to pursue graduate training in economics—as well as MATH 243 Introduction to Methods of Probability and Statistics.

### Career and Advising Services

The Career and Advising Services office in the Department of Economics provides academic planning and career development support for economics majors and minors. This includes advice about courses, minors, and concentrations, as well as assistance with résumés, job and internship search, and interviewing preparation. Career opportunities in economics include technical roles (actuarial, data analyst, financial analyst, researcher, consulting) as well as less technical roles (management, sales, human resources). Common employers include banks, financial institutions, government agencies, corporations, small businesses, and nonprofit organizations.

### Online Economics Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC 313</td>
<td>Intermediate Macroeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>EC 320</td>
<td>Introduction to Econometrics</td>
<td>4</td>
</tr>
<tr>
<td>EC 380</td>
<td>International Economic Issues</td>
<td>4</td>
</tr>
<tr>
<td>EC 421</td>
<td>Introduction to Econometrics</td>
<td>4</td>
</tr>
</tbody>
</table>

These courses are self-paced; the examinations are administered in the Social Sciences Instructional Laboratory for on-campus students and online for off-campus students. The courses, which must be completed within a standard ten-week term, are open to enrolled and community-education students and to high school students who want accredited university course work.

### Careers

Career opportunities in economics are found in federal, state, and local government agencies; private industry; various nonprofit organizations; and journalism. A bachelor’s degree in economics provides an excellent background for graduate admission in law, business, and public policy. Students with superior undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education, economic research organizations in government, and private industry.

For more information, visit Bill Sherman (http://economics.uoregon.edu/profile/wsherman), director of career and advising services, in 405 Prince Lucien Campbell Hall.

### Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201 &amp; EC 202</td>
<td>Introduction to Economic Analysis: Microeconomics and Introduction to Economic Analysis: Macroeconomics</td>
<td>8</td>
</tr>
<tr>
<td>MATH 241–242</td>
<td>Calculus for Business and Social Science I-II</td>
<td>8</td>
</tr>
<tr>
<td>or MATH 251–252</td>
<td>Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>or MATH 261–262</td>
<td>Calculus with Theory I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>EC 311 &amp; EC 313</td>
<td>Intermediate Microeconomic Theory and Intermediate Macroeconomic Theory</td>
<td>8</td>
</tr>
<tr>
<td>or EC 421</td>
<td>Introduction to Econometrics</td>
<td>8</td>
</tr>
<tr>
<td>or EC 423–424</td>
<td>Econometrics</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 311</td>
<td>Intermediate Microeconomic Theory</td>
<td>8</td>
</tr>
<tr>
<td>&amp; EC 421</td>
<td>Introduction to Econometrics</td>
<td>8</td>
</tr>
<tr>
<td>or EC 423–424</td>
<td>Econometrics</td>
<td>8</td>
</tr>
</tbody>
</table>

1. Should be completed by the end of the sophomore year.
2. Should be completed by the end of the junior year.
3. At least 28 of the 44 required upper-division credits required for the major (i.e., EC 311 Intermediate Microeconomic Theory, EC 313 Intermediate Macroeconomic Theory, EC 320 Introduction to Econometrics, EC 421 Introduction to Econometrics, and the 28 required field course credits) must be taken at the University of Oregon.
4. Students cannot receive credit for both EC 311 and FIN 311.
5. At least 20 credits in courses numbered 400 or above. No more than 8 of the 28 credits may be in courses numbered 401, 404, 405, 407, or 408; no more than 2 credits in course numbered 407 may count toward the 8 of the 28 credits.

Grades of C– or better in courses taken to satisfy major requirements.

### Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201 &amp; EC 202</td>
<td>Introduction to Economic Analysis: Microeconomics and Introduction to Economic Analysis: Macroeconomics</td>
<td>8</td>
</tr>
<tr>
<td>MATH 241–242</td>
<td>Calculus for Business and Social Science I-II</td>
<td>8</td>
</tr>
<tr>
<td>or MATH 251–252</td>
<td>Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>or MATH 261–262</td>
<td>Calculus with Theory I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 311</td>
<td>Intermediate Microeconomic Theory</td>
<td>8</td>
</tr>
<tr>
<td>&amp; EC 421</td>
<td>Introduction to Econometrics</td>
<td>8</td>
</tr>
<tr>
<td>or EC 423–424</td>
<td>Econometrics</td>
<td>8</td>
</tr>
</tbody>
</table>

1. Should be completed by the end of the sophomore year.
2. Should be completed by the end of the junior year.
3. At least 28 of the 44 required upper-division credits required for the major (i.e., EC 311 Intermediate Microeconomic Theory, EC 313 Intermediate Macroeconomic Theory, EC 320 Introduction to Econometrics, EC 421 Introduction to Econometrics, and the 28 required field course credits) must be taken at the University of Oregon.
4. Students cannot receive credit for both EC 311 and FIN 311.
5. At least 20 credits in courses numbered 400 or above. No more than 8 of the 28 credits may be in courses numbered 401, 404, 405, 407, or 408; no more than 2 credits in course numbered 407 may count toward the 8 of the 28 credits.

Grades of C– or better in courses taken to satisfy major requirements.
EC 311 & EC 313  Intermediate Microeconomic Theory and Intermediate Macroeconomic Theory 8
2,3,4
EC 320 & EC 421  Introduction to Econometrics and Introduction to Econometrics 2,3 8
or EC 423–424  Econometrics 8
Economics courses numbered 300 or above 3,5 28

1. Should be completed by the end of the sophomore year.
2. Should be completed by the end of the junior year.
3. At least 8 of the 44 required upper-division credits required for the major (i.e., EC 311 Intermediate Microeconomic Theory, EC 313 Intermediate Macroeconomic Theory, EC 320 Introduction to Econometrics, EC 421 Introduction to Econometrics, and the 28 required field course credits) must be taken at the University of Oregon.
4. Students cannot receive credit for both EC 311 and FIN 311.
5. At least 20 credits in courses numbered 400 or above. No more than 8 of the 28 credits may be in courses numbered 401, 404, 405, 407, or 408; no more than 2 credits in course numbered 407 may count toward the 8 of the 28 credits.

Courses Offered Pass/No Pass Only

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 401</td>
<td>Research: [Topic]</td>
<td>1-21</td>
</tr>
<tr>
<td>EC 404</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>EC 405</td>
<td>Reading and Conference: [Topic]</td>
<td>1-21</td>
</tr>
<tr>
<td>EC 408</td>
<td>Workshop: [Topic]</td>
<td>1-21</td>
</tr>
</tbody>
</table>

EC 320 Introduction to Econometrics (or EC 423 Econometrics) is a prerequisite for almost all 400-level courses. EC 311 Intermediate Microeconomic Theory and sometimes EC 313 Intermediate Macroeconomic Theory are as well. Because MATH 242 Calculus for Business and Social Science II and MATH 243 Introduction to Methods of Probability and Statistics are prerequisites for EC 320 Introduction to Econometrics, it is important for students to take those courses early. See the course listings for details on prerequisites.

Advanced Options

Students interested in pursuing graduate work in economics, or who otherwise wish to pursue a more advanced track, may make any or all of the substitutions displayed to the standard requirements for the major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201 &amp; EC 202</td>
<td>Introduction to Economic Analysis: Microeconomics and Introduction to Economic Analysis: Macroeconomics</td>
<td>8</td>
</tr>
<tr>
<td>MATH 251–252</td>
<td>Calculus I-II</td>
<td>2</td>
</tr>
<tr>
<td>or MATH 261–262</td>
<td>Calculus with Theory I-II</td>
<td>8</td>
</tr>
<tr>
<td>EC 423–424</td>
<td>Econometrics 1,3</td>
<td>8</td>
</tr>
<tr>
<td>EC 411 &amp; EC 413</td>
<td>Advanced Microeconomic Theory and Advanced Macroeconomic Theory 4,5</td>
<td>8</td>
</tr>
<tr>
<td>Economics courses numbered 300 or above 3,4 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any upper-division mathematics course in statistics in place of MATH 243</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

1. Should be completed by the end of the sophomore year.

2. In place of Calculus for Business and Social Science I-II (MATH 241–242).
3. In place of Introduction to Methods of Probability and Statistics (MATH 243), Introduction to Econometrics (EC 320), and Introduction to Econometrics (EC 421). Econometrics (EC 425) is recommended but not required. These can also count as 400-level field courses if one has already taken Introduction to Econometrics (EC 320) and Introduction to Econometrics (EC 421).
4. Take either course or both courses in place of Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313). If Intermediate Microeconomic Theory (EC 311) and/or Intermediate Macroeconomic Theory (EC 313) have already been taken, these 400-level courses may be used as field courses. Should be completed by the end of the junior year.
5. At least 28 of the 44 required upper-division credits required for the major must be taken at the University of Oregon.

Departmental Honors

Qualified students may apply to graduate with honors in economics. Two requirements must be met:

1. Completion of upper-division economics courses with at least a 3.50 grade point average
2. Completion of a research paper, written under the guidance of a faculty member, for 4 credits in EC 401 Research: [Topic]. A copy of the completed paper, approved by the faculty advisor, must be presented to the department by Friday of the week before final examinations during the term the student plans to graduate.

Students interested in honors also should consider taking EC 418 Economic Analysis of Community Issues I and EC 419 Economic Analysis of Community Issues II. Instructor approval is required for EC 418–419. Students who intend to satisfy these requirements should notify the director of undergraduate studies early in the term in which they intend to graduate.

Professional Concentrations

Given the breadth of a degree in economics, students are encouraged to choose one or more professional concentrations that are consistent with their career goals. Suggested course work for seven professional concentrations is described below. Sample programs for each concentration, descriptions of career possibilities, and recommendations for additional preparation are available in the undergraduate resource center and the department office.

Business Economics—Banking and Finance

1. Complete major requirements including:
   - EC 370  Money and Banking 4
   - or EC 470  Monetary Policy 4
   - or EC 471  Monetary Theory 4
   - EC 360  Issues in Industrial Organization 4
   - or EC 460  Theories of Industrial Organization 4
   - or EC 484  Multinational Corporations 4
   - EC 380  International Economic Issues 4
   - or EC 480  International Finance 4
   - or EC 481  International Trade 4
   - or EC 482  Economics of Globalization 4
2. Complete a minor or approved equivalent in business administration

Business Economics—Management, Marketing, and Accounting

1. Complete major requirements including
   - EC 350 Labor Market Issues 4
   - or EC 450 Labor Economics
   - EC 430 Urban and Regional Economics 4
   - or EC 432 Economy of the Pacific Northwest
   - or EC 440 Public Economics
   - EC 360 Issues in Industrial Organization 4
   - or EC 460 Theories of Industrial Organization
   - or EC 484 Multinational Corporations

2. Complete a minor or approved equivalent in business administration

Economics and Public Policy and Administration

1. Complete major requirements including
   - EC 340 Issues in Public Economics 4
   - or EC 440 Public Economics
   - EC 430 Urban and Regional Economics 4
   - or EC 432 Economy of the Pacific Northwest
   - or EC 462 Economics of Transportation
   - EC 360 Issues in Industrial Organization 4
   - or EC 441 Public Economics: Taxation
   - or EC 460 Theories of Industrial Organization
   - or EC 484 Multinational Corporations
   - EC 350 Labor Market Issues 4
   - or EC 450 Labor Economics

2. Complete a minor or equivalent in political science or planning, public policy and management

Environmental Economics

1. Complete major requirements including
   - EC 333 Resource and Environmental Economic Issues 4
   - EC 340 Issues in Public Economics 4
   - or EC 440 Public Economics
   - EC 434 Environmental Economics 4
   - or EC 435 Natural Resource Economics

2. Complete the environmental studies minor or an approved equivalent

Graduate Preparation in Economics and Mathematical Economics

1. Complete major requirements including
   - EC 411 Advanced Microeconomic Theory 4
   - or EC 413 Advanced Macroeconomic Theory
   - MATH 251–252 Calculus I-II 8
   - or MATH 261–262 Calculus with Theory I-II
   - EC 423 Econometrics 8
   - & EC 424 and Econometrics
   - EC 427 Games and Decisions 4

   or EC 428 Behavioral and Experimental Economics

2. Complete a minor in mathematics

International and Development Economics

1. Complete major requirements including
   - EC 480 International Finance 8
   & EC 481 and International Trade
   - EC 390 Problems and Issues in the Developing Economies 4
   - or EC 490 Economic Growth and Development
   - or EC 491 Issues in Economic Growth and Development
   - EC 360 Issues in Industrial Organization 4
   - or EC 460 Theories of Industrial Organization
   - or EC 484 Multinational Corporations
   - EC 370 Money and Banking 4
   - or EC 470 Monetary Policy
   - or EC 471 Monetary Theory
   - or EC 482 Economics of Globalization

2. Complete a minor or the equivalent in business administration, political science, history, international studies, or an area studies program

Law and Economics and Political Economy

1. Complete major requirements including
   - EC 340 Issues in Public Economics 4
   - or EC 440 Public Economics
   - EC 350 Labor Market Issues 4
   - or EC 450 Labor Economics
   - EC 360 Issues in Industrial Organization 4
   - or EC 460 Theories of Industrial Organization
   - or EC 484 Multinational Corporations
   - EC 441 Public Economics: Taxation 4
   - or EC 448 Political Economy
   - EC 427 Games and Decisions 4

2. Complete a minor or equivalent in political science

Economics Minor

   EC 201 Introduction to Economic Analysis: Microeconomics 4
   EC 202 Introduction to Economic Analysis: Macroeconomics 4
   EC 311 Intermediate Microeconomic Theory 4
   EC 313 Intermediate Macroeconomic Theory 4
   Two additional upper-division 4-credit courses in economics 8

Total Credits 24

Two of the four upper-division 4-credit courses must be taken from the UO economics department. Minor requirements cannot be satisfied with EC 401 Research: [Topic], EC 404 Internship, EC 405 Reading and Conference: [Topic], EC 407 Seminar: [Topic], or EC 408 Workshop: [Topic]. Courses applied to the economics minor must be completed with grades of C– or better.
Kindergarten through Secondary Teaching Careers

Students who complete a degree in economics are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available in the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Economics

To receive a bachelor of arts (BA) degree, students must be proficient in a foreign language at the level attained by two years of university-level work. Courses used to satisfy the foreign language requirement for the BA degree may not also be used to fulfill the arts and letters (A&L) group requirement. Students may show proficiency though a sequence of courses as described above or through other means such as testing or, if they are a non-English native speaker, through submission of a high school transcript to the Office of the Registrar. Please contact the University of Oregon Testing Center or the Office of the Registrar for additional details, or visit the registrar's website (https://registrar.uoregon.edu/current-students/bachelors-degree).

Bachelor of Science in Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EC 311</td>
<td>Intermediate Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>EC 313</td>
<td>Intermediate Macroeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>Possible requirement for second major or minor</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>EC 320</td>
<td>Introduction to Econometrics</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>Possible requirement for second major or minor</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course | Title | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Upper-division EC course</td>
<td>4</td>
</tr>
</tbody>
</table>
Graduate Studies

The Department of Economics offers graduate work leading to the degrees of master of arts (MA), master of science (MS), and doctor of philosophy (PhD). Graduate fields include macroeconomics; applied econometrics; game theory; economic growth and development; industrial organization; and international, labor, public, political, public policy, experimental, and health economics. A detailed description of degree requirements may be obtained from the department website.

General information about graduate work at the University of Oregon is available in the Graduate School section of this catalog.

Applicants for admission must submit the following to the department:

1. Scores on the general test of the Graduate Record Examinations (GRE), sent by the testing center
2. Three letters of recommendation
3. Complete transcripts of previous work sent by the issuing institutions
4. A brief statement of purpose or personal statement
5. Curriculum vitae or résumé

At minimum, applicants should have substantial knowledge of intermediate economic theory and of mathematics equivalent to:

- EC 311 Intermediate Microeconomic Theory 4
- EC 313 Intermediate Macroeconomic Theory 4
- MATH 251 Calculus I 4
- MATH 252 Calculus II 4
- MATH 253 Calculus III 4
- MATH 281 Several-Variable Calculus I 4
- MATH 341 Elementary Linear Algebra 4
- MATH 243 Introduction to Methods of Probability and Statistics 4
- MATH 425 Statistical Methods I
- MATH 315 (recommended) 4

Strong grades in economics and mathematics courses, in addition to scholarly potential, will be valued by the admissions committee.

Applicants whose native language is not English and who have not graduated from an American university must also submit their scores on the Test of English as a Foreign Language (TOEFL or TOEFL Internet-Based Test) or the International English Language Testing System examination. Applicants to the PhD program whose native language is not English must also submit a Speaking Proficiency English Assessment Kit (SPEAK) or TOEFL Internet-Based Test score.

Master’s Degree

The Department of Economics offers a master’s degree program to prepare students for consulting and applied research positions in private industry and government, teaching positions in two-year colleges, or study for a PhD in economics.

The master’s degree program consists of the following departmental requirements in addition to university and Graduate School requirements for the master of arts (MA) or the master of science (MS) degree. Each master’s degree candidate chooses either the course work or the research option.

Credit Requirements

The course work option requires a minimum of 48 graduate credits. The research option requires a minimum of 45 graduate credits if the candidate writes a research paper or a minimum of 51 graduate credits if the candidate writes a thesis.
Master of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 523–525</td>
<td>Econometrics (or equivalent)(^1)</td>
<td>12</td>
</tr>
<tr>
<td>EC 511</td>
<td>Advanced Microeconomic Theory (^1)</td>
<td>4</td>
</tr>
<tr>
<td>EC 513</td>
<td>Advanced Macroeconomic Theory (^1)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Economics Courses (^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Course work (^3)</td>
</tr>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>EC 607 Seminar: [Topic] (Time-Series Econometrics)</td>
</tr>
<tr>
<td>EC 607 Seminar: [Topic] (Microeconometrics)</td>
</tr>
<tr>
<td>Six elective courses, at least three of which must be at the 600 level (^3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2: Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five elective courses, at least two of which must be at the 600 level (^4)</td>
</tr>
</tbody>
</table>

\(^1\) To be completed by the end of the first full academic year. An average grade of B– or better must be achieved in these courses. Courses receiving grades less than B– must be retaken the following year.

\(^2\) Excluding EC 503 Thesis, EC 601 Research: [Topic], EC 605 Reading and Conference: [Topic], EC 609 Practicum: [Topic], and PhD-level micro- and macroeconomics core courses (EC 607 Seminar: [Topic]). PhD students who transfer to the master’s program and who have completed the micro- and macroeconomics core courses (EC 607 Seminar: [Topic]) may apply those courses to master’s degree requirements.

\(^3\) The 600-level courses must be approved by the candidate’s advisor before the course work option is begun.

\(^4\) No more than 5 credits in EC 601 Research: [Topic] may be applied to the 45-credit minimum for the research paper and no more than 9 credits in EC 503 Thesis may be applied to the 51-credit minimum for the thesis.

Master of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 523–525</td>
<td>Econometrics (or equivalent)(^1)</td>
<td>12</td>
</tr>
<tr>
<td>EC 511</td>
<td>Advanced Microeconomic Theory (^1)</td>
<td>4</td>
</tr>
<tr>
<td>EC 513</td>
<td>Advanced Macroeconomic Theory (^1)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Economics Courses (^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Course work (^3)</td>
</tr>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>EC 607 Seminar: [Topic] (Time-Series Econometrics)</td>
</tr>
<tr>
<td>EC 607 Seminar: [Topic] (Microeconometrics)</td>
</tr>
<tr>
<td>Six elective courses, at least three of which must be at the 600 level (^3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2: Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five elective courses, at least two of which must be at the 600 level (^4)</td>
</tr>
</tbody>
</table>

\(^1\) To be completed by the end of the first full academic year. An average grade of B– or better must be achieved in these courses. Courses receiving grades less than B– must be retaken the following year.

\(^2\) Excluding EC 503 Thesis, EC 601 Research: [Topic], EC 605 Reading and Conference: [Topic], EC 609 Practicum: [Topic], and PhD-level micro- and macroeconomics core courses (EC 607 Seminar: [Topic]). PhD students who transfer to the master’s program and who have completed the micro- and macroeconomics core courses (EC 607 Seminar: [Topic]) may apply those courses to master’s degree requirements.

\(^3\) The 600-level courses must be approved by the candidate’s advisor before the course work option is begun.

\(^4\) No more than 5 credits in EC 601 Research: [Topic] may be applied to the 45-credit minimum for the research paper and no more than 9 credits in EC 503 Thesis may be applied to the 51-credit minimum for the thesis.

The thesis or research paper, on a topic from the area of economics in which a 600-level field course was taken, must be approved by two department faculty members. The candidate’s committee must have approved a prospectus for the thesis or research paper before the term in which the thesis or research paper is approved.

Courses taken to satisfy master’s degree requirements (except EC 503 Thesis, EC 601 Research: [Topic], and EC 605 Reading and Conference: [Topic]) must be taken for letter grades and completed with at least a 3.00 cumulative grade point average. A GPA below the level of 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 GPA, is considered unsatisfactory and may lead to termination from the program.

Unless on-leave status has been approved, a student must attend the university continuously until all program requirements have been completed. The student must register for 3 graduate credits each term, excluding summer sessions, to be continuously enrolled. A minimum of 30 credits toward the master's degree must be taken in residence over a period of at least two terms. In addition, at least 9 credits in courses numbered 600–699 must be taken in residence.

Substitutions and Waivers

Substitutions of alternative courses or courses taken elsewhere require the joint approval of the master’s program committee and the department head before they can be counted toward the credit minimum. Any other waivers or exceptions to departmental requirements require the approval of the department faculty.

Time Limits

Students who choose the course work option must complete all the master’s degree requirements within three years. Students who choose the research option must complete all the master’s degree requirements within five years.

The master’s degree typically requires five to six terms of full-time work. A few well-qualified students have satisfied requirements for the degree in four terms.
Doctor of Philosophy
Degree Requirements
A PhD in economics prepares students to teach at liberal arts and research universities; to work in state, federal, and international organizations; and to conduct research or work as a consultant for private industry. Graduate students seeking the PhD degree in economics at the University of Oregon must complete the following departmental requirements as well as all university requirements. Except for EC 601 Research: [Topic], EC 603 Dissertation, EC 605 Reading and Conference: [Topic], and EC 609 Practicum: [Topic], economics courses must be taken for letter grades.

Microeconomic theory (three terms) ¹
Macroeconomics theory (three terms) ¹
Econometrics (three terms) ¹

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 67</td>
<td>Seminar: [Topic] (two-term sequences) ²</td>
<td>1-5</td>
</tr>
<tr>
<td>EC 601</td>
<td>Research: [Topic] ³</td>
<td>6</td>
</tr>
<tr>
<td>EC 607</td>
<td>Seminar: [Topic] (five courses) ⁴</td>
<td>1-5</td>
</tr>
<tr>
<td>EC 603</td>
<td>Dissertation ⁴</td>
<td>18</td>
</tr>
</tbody>
</table>

¹ Students who complete these courses with a GPA of 2.90 or higher will be invited to take the qualifying examination in microeconomic and macroeconomic theory when it is offered in early summer. Records of students whose GPA is lower than 2.90 are evaluated to determine eligibility for the qualifying examination. Students who fail the qualifying examination may be asked to retake it early the following September. Students who pass the qualifying examination but have a GPA less than 3.00 in econometrics must take a competency examination in econometrics, which is administered the Thursday before the first week of fall classes. Students who fail the competency examination must retake each econometrics course in which they received a grade of less than B and pass it with a grade of B or better. Students must file an approved program of study by December 15 following the qualifying examination.

² Sequences in two fields of economics must be completed with a 3.00 GPA or better. Credit for Research: [Topic] (EC 601), Dissertation (EC 603), Reading and Conference: [Topic] (EC 605), or Practicum: [Topic] (EC 609) cannot be counted toward the field requirement.

³ By winter term of the third year, a research paper for at least 6 credits must be completed in one of the fields and approved by two members of the faculty with specialties in that field.

⁴ Must be taken outside the two fields of economics previously chosen and completed with a 3.00 GPA or better. Credit for Research: [Topic] (EC 601), Dissertation (EC 603), Reading and Conference: [Topic] (EC 605), or Practicum: [Topic] (EC 609) cannot be counted toward the field requirement. Advancement to candidacy may be requested after the student has completed the above requirements and orally defended a prospectus for the dissertation, which must include a minimum of 6 credits in Research: [Topic] (EC 601). Students must be enrolled for at least 3 credits during the term of advancement.

⁵ The dissertation must be a significant contribution to the field and must be completed in conjunction with at least 18 credits of Dissertation (EC 603). A formal, public defense must take place on the UO campus at a date set by the committee chair and approved by the Graduate School.

Time Limits
The seven-year time limit for completion of PhD degree requirements begins with the first term of admission—either conditional or unconditional—as a doctoral student at the university. The required year of residency on the Eugene campus, passing of comprehensive examinations for advancement to candidacy, and completion of the doctoral dissertation must all be accomplished within this seven-year limit.

Courses other than those described above and courses taken elsewhere may not be substituted without approval of the PhD program committee and the department head. In no instance can the qualifying examination be waived.

Students in the PhD program may apply to be awarded a master’s degree upon completion of the master’s program requirements and the approval of the master’s program advisor.

Detailed information is given on the department’s website.

Support Services
College of Arts and Sciences Data Services Laboratory
Garron Hale, Director
541-346-1335
451 McKenzie Hall

The College of Arts and Sciences Data Services Laboratory specializes in data acquisition, access to online data, and the archiving of local data. The laboratory’s membership in the Interuniversity Consortium for Political and Social Research entitles the university community to order data from the largest data archive in the world. Data available to consortium members include the panel study of income dynamics, international financial statistics, census data, national crime statistics, and current population surveys. The laboratory also participates in the National Center for Health Statistics’ electronic data dissemination program. The laboratory stores data from the panel study of income dynamics, international financial statistics, World Development Indicators, Global Insight, and the Organization for Economic Cooperation and Development. Users can easily obtain data at their desks by using file transfer protocol (FTP).

Laboratory services include using the Internet to locate data, ordering data, subsidizing data purchases, creating subsets of those data, and offering users advice on data structures. The laboratory also archives data sets generated by campus researchers.

Social Science Instructional Laboratory
Garron Hale, Director
541-346-2547
442 and 445 McKenzie Hall

The Social Science Instructional Laboratory is an advanced microcomputer laboratory that facilitates teaching with technology. Staff members assist social science instructors with educational technology applications, computer classroom laboratories, distance education course design, and course testing software. Staff members teach students computer applications, offer consulting services, provide students with access to real-world data, and provide research assistance to social science graduate students. Any UO student may use the laboratory when it is not in use by a class.
Courses

EC 101. Contemporary Economic Issues. 4 Credits.
Examines contemporary public policy using economic principles. Topics may include balanced budgets and tax reform, unemployment, health care, poverty and income redistribution, environmental policy, and international trade policy.

EC 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

EC 201. Introduction to Economic Analysis: Microeconomics. 4 Credits.
Examines how consumers, firms, and governments make decisions when facing scarce resources and how those decisions affect market outcomes, such as prices and output. MATH 111 recommended.

EC 202. Introduction to Economic Analysis: Macroeconomics. 4 Credits.
Examines the aggregate activity of a market economy, the problems that arise, such as inflation and unemployment, and how the government can use macroeconomic policy to address these problems. EC 201 recommended.

EC 311. Intermediate Microeconomic Theory. 4 Credits.
Consumer and firm behavior, market structures. General equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Students cannot receive credit for both EC 311 and FIN 311.
Prereq: EC 201, MATH 111.

EC 312. Intermediate Macroeconomic Theory. 4 Credits.
Determination of aggregate income, employment, and unemployment; evaluation of macroeconomic policies.
Prereq: EC 202, MATH 111; EC 311 strongly recommended.

EC 320. Introduction to Econometrics. 4 Credits.
Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Includes laboratory section in Social Science Instructional Laboratory.
Prereq: MATH 242, 243.

EC 327. Introduction to Game Theory. 4 Credits.
Introductory course in game theory. Develops game-theoretic methods of rational decision making and equilibriums, using many in-class active games. Ellis.
Prereq: one from EC 101, 201.

EC 330. Urban and Regional Economic Problems. 4 Credits.
Topics may include urban and metropolitan growth, land use, race and poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality.
Prereq: EC 201.

EC 333. Resource and Environmental Economic Issues. 4 Credits.
Economic analysis of replenishable and nonreplenishable natural resources; environmental issues and policies.
Prereq: EC 201.

EC 340. Issues in Public Economics. 4 Credits.
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.

EC 350. Labor Market Issues. 4 Credits.
Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation.
Prereq: EC 201.

EC 360. Issues in Industrial Organization. 4 Credits.
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.

EC 370. Money and Banking. 4 Credits.
Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system.

EC 380. International Economic Issues. 4 Credits.
Exchange across international boundaries, theory of comparative advantage, balance of payments and adjustments, international financial movements, exchange rates and international financial institutions, trade restrictions and policy.
Prereq: EC 201.

EC 390. Problems and Issues in the Developing Economies. 4 Credits.
Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the "North-South debate."
Prereq: EC 201.

EC 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

EC 401. Research: [Topic]. 1-21 Credits.
Repeatable.

EC 404. Internship. 1-4 Credits.
Repeatable for maximum of 4 credits.

EC 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

EC 407. Seminar: [Topic]. 1-5 Credits.
Repeatable only when the topic changes. Yearly offerings vary depending on interests and needs of students and on availability of faculty members.

EC 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.
EC 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable only when the topic changes.
Prereq: EC 311; EC 313; one from EC 320, EC 423.

EC 411. Advanced Microeconomic Theory. 4 Credits.
Advanced theory of consumer and firm behavior, market structures.
Prereq: one from MATH 253, MATH 263.

EC 413. Advanced Macroeconomic Theory. 4 Credits.
Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies.
Prereq: one from MATH 253, MATH 263.

EC 418. Economic Analysis of Community Issues I. 2 Credits.
Hands-on experience applying economic analysis and econometrics to problems that face local community nonprofits and government agencies.
Prereq: EC 311, EC 313; one from EC 320, EC 423.

EC 419. Economic Analysis of Community Issues II. 4 Credits.
Hands-on experience applying economic analysis and econometrics to problems that face local community nonprofits and government agencies.
Prereq: EC 311,320.

EC 421. Introduction to Econometrics. 4 Credits.
Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models.
Prereq: one from EC 320, EC 423.

EC 422. Economic Forecasting. 4 Credits.
Basic techniques of economic forecasting that are typically used in a business environment.
Prereq: one from EC 320, EC 423; coreq: one from EC 421, EC 424.

EC 423. Econometrics. 4 Credits.
Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, 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.
Prereq: MATH 281, 341; MATH 282 and 461 strongly recommended.

EC 424. Econometrics. 4 Credits.
Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, 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.
Prereq: one from EC 423, EC 523.

EC 425. Econometrics. 4 Credits.
Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, 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.
Prereq: one from EC 424, EC 524.

EC 427. Games and Decisions. 4 Credits.
Game-theoretic methods of decision-making. Topics may include extensive-form games, noncredible threats, subgame perfect equilibrium, strategic-form games, undominated strategies, Nash equilibrium, coalitional games, and the core.
Prereq: EC 311; one from EC 320, EC 423.

EC 428. Behavioral and Experimental Economics. 4 Credits.
Investigates the "rational choice" model and behavioral alternatives, using laboratory experiments. Topics may include altruism, auctions, bargaining, behavioral finance, hyperbolic discounting, and decision-making under uncertainty.
Prereq: EC 311; one from EC 320, EC 423.

EC 430. Urban and Regional Economics. 4 Credits.
Location theory; urbanization and metropolitan growth; regional analysis; intrarurban rent, location and land use, size distribution of urban areas; welfare economics, political economy, and urban problems.
Prereq: EC 311; one from EC 320, EC 423.

EC 432. Economy of the Pacific Northwest. 4 Credits.
Locational factors influencing development of the region's major industries; recent changes in income and population; problems and governmental policies in the areas of taxation, environment, and planning.
Prereq: EC 311; one from EC 320, EC 423.

EC 434. Environmental Economics. 4 Credits.
Introduction to the field that includes theoretical environmental policy, issues in environmental regulation, and empirical techniques used by practitioners.
Prereq: EC 311; one from EC 320, EC 423.

EC 435. Natural Resource Economics. 4 Credits.
Applications of economic theory and empirical methods to natural resources problems: ecosystems and renewable resources (land, water, fisheries, forests); exhaustible resources (energy, minerals).
Prereq: EC 311, EC 320.

EC 440. Public Economics. 4 Credits.
Prereq: EC 311; one from EC 320, EC 423.

EC 441. Public Economics: Taxation. 4 Credits.
Theory of taxation, analysis of tax policy, and theory of government debt and budget deficits.
Prereq: EC 311; one from EC 320, EC 423.

EC 443. Health Economics. 4 Credits.
Includes moral hazard and adverse selection; incentives faced by health care providers through reimbursement, managed care, and malpractice; rationale for government intervention in the health care sector.
Prereq: EC 311; one from EC 320, EC 423.

EC 448. Political Economy. 4 Credits.
Covers the economic problems that arise when the government is a self-interested actor in the economy. We study political agency, voting, the economic origins of political institutions and the size and number of nations.
Prereq: EC 311, EC 313, EC 320.

EC 450. Labor Economics. 4 Credits.
Supply and demand for labor, wage determination under various market structures, minimum wage and worker exploitation, human capital investments, labor market signaling and sorting, discrimination, uncertainty, and job matching.
Prereq: EC 311; one from EC 320, EC 423.

EC 451. Issues in Labor Economics. 4 Credits.
Topics may include the determination of wages, employment, and unemployment; globalization and immigration; income inequality; internal labor markets; the role of unions; human capital, education, and schools.
Prereq: EC 311; one from EC 320, EC 423.
EC 460. Theories of Industrial Organization. 4 Credits.
Theories, quantitative measures, and institutional descriptions of the structure, conduct, and results that characterize American industry. Emphasis is on the determinants and consequences of market power. Prereq: EC 311; one from EC 320, EC 423.

EC 461. Industrial Organization and Public Policy. 4 Credits.
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. Prereq: EC 311; one from EC 320, EC 423.

EC 462. Economics of Transportation. 4 Credits.
Examines economic transportation issues and models, including regulation, demand-cost modeling, productivity analysis, random utility and choice modeling, and spatial economics. Prereq: EC 311; one from EC 320, EC 423.

EC 470. Monetary Policy. 4 Credits.
Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment. Prereq: EC 313; one from EC 320, EC 423.

EC 471. Monetary Theory. 4 Credits.
Money creation, deficit finance, and taxation in monetary economies. Topics may include the government budget constraint, causes and consequences of inflation, Richardian equivalence, and seigniorage. Prereq: EC 311, 313; one from EC 320, EC 423.

EC 480. International Finance. 4 Credits.
Foreign exchange markets, interaction between spot and forward markets, speculation and interest arbitrage, balance-of-payments accounting, measures of deficits and surpluses, "open-economy" macroeconomic issues. Prereq: EC 311, 313; one from EC 320, EC 423.

EC 481. International Trade. 4 Credits.
Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs unions, free versus restricted trade. Prereq: EC 311; one from EC 320, EC 423.

EC 482. Economics of Globalization. 4 Credits.
Applications of economic theories and empirical methods to globalization issues: market integration of goods and factors, international labor and environmental standards, economic growth and income inequality, financial stability, global governance. Prereq: EC 311, EC 320.

EC 484. Multinational Corporations. 4 Credits.
Economist's perspective of multinational corporations. Explores the policies governments use to influence corporate behavior and patterns of investment; taxation as a tool for implementing public policy. Prereq: EC 311; one from EC 320, EC 423.

EC 490. Economic Growth and Development. 4 Credits.
Experience of developed countries and theories of development. Analysis of specific development programs, role of agriculture, sources of investment, techniques and strategies of investment planning. Prereq: EC 311, 313; one from EC 320, EC 423.

EC 491. Issues in Economic Growth and Development. 4 Credits.
Economic issues in developing countries, including use of central planning or markets, capital formation, agriculture, population growth, health and education systems, and the "North-South debate." Prereq: EC 311, 313; one from EC 320, EC 423.

EC 493. The Evolution of Economic Ideas. 4 Credits.
Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times. Prereq: EC 311, 313; one from EC 320, EC 423.

EC 503. Thesis. 1-16 Credits.
Repeatable.

EC 507. Seminar: [Topic]. 1-5 Credits.
Repeatable only when the topic changes. Yearly offerings vary depending on interests and needs of students and on availability of faculty members.

EC 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

EC 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable only when the topic changes.

EC 511. Advanced Microeconomic Theory. 4 Credits.
Advanced theory of consumer and firm behavior, market structures.

EC 513. Advanced Macroeconomic Theory. 4 Credits.
Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies.

EC 522. Economic Forecasting. 4 Credits.
Basic techniques of economic forecasting that are typically used in a business environment.

EC 523. Econometrics. 4 Credits.
Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, 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. Prereq: MATH 281, 341; MATH 282 and 461 strongly recommended.

EC 524. Econometrics. 4 Credits.
Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, 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. Prereq: EC 423/523.

EC 525. Econometrics. 4 Credits.
Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, 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. Prereq: EC 424/524.

EC 527. Games and Decisions. 4 Credits.
Game-theoretic methods of decision-making. Topics may include extensive-form games, noncredible threats, subgame perfect equilibrium, strategic-form games, undominated strategies, Nash equilibrium, coalitional games, and the core.

EC 528. Behavioral and Experimental Economics. 4 Credits.
Investigates the "rational choice" model and behavioral alternatives, using laboratory experiments. Topics may include altruism, auctions, bargaining, behavioral finance, hyperbolic discounting, and decision-making under uncertainty.
EC 530. Urban and Regional Economics. 4 Credits.
Location theory; urbanization and metropolitan growth; regional analysis; intraurban rent, location and land use, size distribution of urban areas; welfare economics, political economy, and urban problems.

EC 532. Economy of the Pacific Northwest. 4 Credits.
Locational factors influencing development of the region’s major industries; recent changes in income and population; problems and governmental policies in the areas of taxation, environment, and planning.

EC 534. Environmental Economics. 4 Credits.
Introduction to the field that includes theoretical environmental policy, issues in environmental regulation, and empirical techniques used by practitioners.

EC 535. Natural Resource Economics. 4 Credits.
Applications of economic theory and empirical methods to natural resources problems: ecosystems and renewable resources (land, water, fisheries, forests); exhaustible resources (energy, minerals).

EC 540. Public Economics. 4 Credits.
Prereq: EC 311.

EC 541. Public Economics: Taxation. 4 Credits.
Theory of taxation, analysis of tax policy, and theory of government debt and budget deficits.

EC 543. Health Economics. 4 Credits.
Includes moral hazard and adverse selection; incentives faced by health-care providers through reimbursement, managed care, and malpractice; rationale for government intervention in the health-care sector.

EC 548. Political Economy. 4 Credits.
Covers the economic problems that arise when the government is a self-interested actor in the economy. We study political agency, voting, the economic origins of political institutions and the size and number of nations.

EC 550. Labor Economics. 4 Credits.
Supply and demand for labor, wage determination under various market structures, minimum wage and worker exploitation, human capital investments, labor market signaling and sorting, discrimination, uncertainty, and job matching.

EC 551. Issues in Labor Economics. 4 Credits.
Topics may include the determination of wages, employment, and unemployment: globalization and immigration; income inequality; internal labor markets; the role of unions; human capital, education, and schools.

EC 560. Theories of Industrial Organization. 4 Credits.
Theories, quantitative measures, and institutional descriptions of the structure, conduct, and results that characterize American industry. Emphasis is on the determinants and consequences of market power.

EC 561. Industrial Organization and Public Policy. 4 Credits.
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.

EC 562. Economics of Transportation. 4 Credits.
Examines economic transportation issues and models, including regulation, demand-cost modeling, productivity analysis, random utility and choice modeling, and spatial economics.

EC 570. Monetary Policy. 4 Credits.
Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment.

EC 571. Monetary Theory. 4 Credits.
Money creation, deficit finance, and taxation in monetary economies. Topics may include the government budget constraint, causes and consequences of inflation, Richardian equivalence, and seigniorage.

EC 580. International Finance. 4 Credits.
Foreign exchange markets, interaction between spot and forward markets, speculation and interest arbitrage, balance-of-payments accounting, measures of deficits and surpluses, “open-economy” macroeconomic issues.

EC 581. International Trade. 4 Credits.
Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs unions, free versus restricted trade.

EC 582. Economics of Globalization. 4 Credits.
Applications of economic theories and empirical methods to globalization issues: market integration of goods and factors, international labor and environmental standards, economic growth and income inequality, financial stability, global governance.

EC 584. Multinational Corporations. 4 Credits.
Economist’s perspective of multinational corporations. Explores the policies governments use to influence corporate behavior and patterns of investment; taxation as a tool for implementing public policy.

EC 590. Economic Growth and Development. 4 Credits.
Experience of developed countries and theories of development. Analysis of specific development programs, role of agriculture, sources of investment, techniques and strategies of investment planning.

EC 591. Issues in Economic Growth and Development. 4 Credits.
Economic issues in developing countries, including use of central planning or markets, capital formation, agriculture, population growth, health and education systems, and the "North-South debate."

EC 593. The Evolution of Economic Ideas. 4 Credits.
Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times.

EC 601. Research: [Topic]. 1-16 Credits.
Repeatable.

EC 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

EC 603. Dissertation. 1-16 Credits.
Repeatable.

EC 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

EC 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics are Econometrics, Game Theory, Labor Economics, and Public Finance.

EC 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

EC 609. Practicum: [Topic]. 1-16 Credits.
Repeatable. Graduate teaching fellows may earn 3 credits a term; available to other graduate students with department head’s consent.
English

David J. Vazquez, Department Head
541-346-1516
541-346-1509 fax
118 Prince Lucien Campbell Hall
1286 University of Oregon
Eugene, Oregon 97403-1286

With nearly 50 full-time faculty members, the Department of English offers students a broad foundation in traditional British, American, and Anglophone literary studies, as well as intensive course work in interdisciplinary studies, emerging media, and current critical methodologies. 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 doors to many careers. All fields of endeavor place 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 skill most frequently cited by business professionals as desirable. A major in English, with judiciously selected electives, prepares students not only to find that essential first job but also to possess the breadth of outlook and depth of perspective that become increasingly important in subsequent phases of their careers. A student preparing for graduate study in English should construct an appropriate course of undergraduate study in consultation with a faculty advisor.

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. Students must fulfill the university writing requirement of two composition courses or be cleared according to established waiver and exemption policies. The requirement is College Composition I (WR 121) and either College Composition II (WR 122) or College Composition III (WR 123), or their approved equivalents. Students should complete the writing requirement—with course work, by exemption, or by waiver examination—early in their studies.

Exemptions

Scores of 37 or better on the new College Board SAT Reading and Writing tests waive the need to take College Composition I (WR 121). No credit is given for this waiver. A score of 710 or better on the old SAT Critical Reading test (650 prior to 1995) or 32 or better on the ACT English test will also waive WR 121 (without credit). A score of 3, 4, or 5 on the Advanced Placement (AP) Language and Composition Examination produces credit for WR 121.

Waiver Examinations

Waiver examinations for College Composition I (WR 121) and College Composition II (WR 122) are offered during the first week of classes, fall through spring terms, at the UO Testing Office, 238 University Health, Counseling, and Testing Center Building; call 541-346-3230. Visit the Testing Office website (http://testing.uoregon.edu/PlacementTesting/WritingPlacement/WritingWaiverExam/tabid/79/Default.aspx) to sign up for an examination. No credit is awarded for waiver examinations, and students may not take waiver examinations for both courses in the same term. The essay exams are graded pass/no pass by three members of the Department of English composition committee. Students who do not pass may not retake the examination and should register for the appropriate writing course as soon as possible. Students who pass the exam have an "exemption by exam" notation for either College Composition I (WR 121) or College Composition II (WR 122) placed on their degree audit. Waiver exams are not returned to students, nor are they used as a teaching device. Additional help and special tutoring are available to students through the University Teaching and Learning Center.

Placement

Students for whom English is the native language are placed in their first writing course based on their SAT or ACT verbal scores. Students whose scores fall below 26 on the new SAT Reading and Writing tests, below 480 on the old SAT Verbal, or below 19 on the ACT are eligible for concurrent enrollment in Writing Tutorial (WR 195) with College Composition I (WR 121).

Nonnative Speakers

Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test. These may include Introductory Academic Writing (AEIS 110), Intermediate Academic Writing (AEIS 111), and Advanced Academic Writing (AEIS 112) (taught in the Department of Linguistics). Placement tests are administered before registration. Nonnative speakers should inquire at the American English Institute, 107 Pacific Hall, for placement test dates.

Transfer Students

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.

Faculty


Carolyn Bergquist, senior lecturer (Renaissance literature; rhetoric and composition); director, Composition Program. BA, 1994, California State, Stanislaus; MA, 1996, PhD, 2003, Oregon. (2003)


Heidi N. Kaufman, Sheri K. Coleman and Margaret E. Guittteau Teaching Professor in the Humanities; associate professor (19th-century British literature); associate department head. BA, 1991, Drew; MA, 1994, Boston; PhD, 2011, New Hampshire. (2013)


David Lewei Li, President's Distinguished Professor in the Humanities (Asian American literature and culture). BA, 1982, Shanghai Foreign Languages Institute; MA, 1986, Indiana University of Pennsylvania; PhD, 1991, Texas, Austin. (1999)


William Rossi, professor (19th-century American literature); director of undergraduate studies. BA, 1972, MA, 1979, Missouri; PhD, 1986, Minnesota. (1989)

George Rowe, professor (Renaissance literature); editor, Comparative Literature. BA, 1969, Brandeis; MA, 1971, PhD, 1973, Johns Hopkins. (1985)


Mark Whalan, professor (modern and 20th-century literature); Robert D. and Eve D. Horn Chair in English and American Literature. BA, 1995, Warwick; MA, 1996, Durham; PhD, 2002, Exeter. (2011)


Jenée Wilde, instructor (composition). BA, 1994, Boise State; MFA, 2003, Goddard College; PhD, 2015, Oregon (2016)


**Emeriti**


Thelma Greenfield, professor emerita. BA, 1944, MA, 1947, Oregon; PhD, 1952, Wisconsin, Madison. (1963)


Ruth F. Jackson, senior instructor emerita. BA, 1929, MA, 1933, Oregon. (1955)


Louise Westling, professor emerita. BA, 1964, Randolph-Macon Woman's; MA, 1965, Iowa; PhD, 1974, Oregon. (1985)

George Wickes, professor emeritus. BA, 1944, Toronto; MA, 1949, Columbia; PhD, 1954, California, Berkeley. (1970)

*The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.*

**Participating**

David A. Frank, honors college

Michael Hames-García, ethnic studies

- Bachelor of Arts
- Minor in English
- Minor in Comics and Cartoon Studies
- Minor in Writing, Public Speaking, and Critical Reasoning

**Undergraduate Studies**

The Department of English expects its majors to acquire knowledge of English and American literature. In addition, it expects them to gain a sense of history and a reading knowledge of at least one second language. Majors should construct their programs in consultation with an advisor. The major requirements for the degree of bachelor of arts (BA) in the Department of English are listed below.

Course work required for the English major, both lower division and upper division, must be passed with grades of mid-C or better. Majors must complete the university second-language requirement for the BA degree.
At least 28 of the required 36 upper-division credits must be taken at the University of Oregon.

**Bachelor of Arts Degree Requirements**

**Lower-Division Courses**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205</td>
<td>Genre: [Topic] (two courses with differing topics)</td>
</tr>
<tr>
<td>Two lower-division elective courses</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Courses**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 301</td>
<td>Foundations of the English Major: Context</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Foundations of the English Major: Theory</td>
</tr>
<tr>
<td>ENG 303</td>
<td>Foundations of the English Major: Text</td>
</tr>
</tbody>
</table>

**Writing Requirement**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 304</td>
<td>Writing Requirement</td>
</tr>
</tbody>
</table>

**Upper-Division Courses**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature course, 1500–1789</td>
<td></td>
</tr>
<tr>
<td>Literature course, 1789 to the present</td>
<td></td>
</tr>
<tr>
<td>Literary theory or rhetoric course</td>
<td></td>
</tr>
<tr>
<td>Media, folklore, or culture course</td>
<td></td>
</tr>
<tr>
<td>Gender, ability, queer studies, or sexuality course</td>
<td></td>
</tr>
<tr>
<td>Empire, race, or ethnicity course</td>
<td></td>
</tr>
<tr>
<td>Additional upper-division course work in literature, media, folklore, or writing</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**  
64

---

1. May include only one of the following: Introduction to Literature: Fiction (ENG 104), Introduction to Literature: Drama (ENG 105), Introduction to Literature: Poetry (ENG 106), and may include no courses with a WR subject code.
2. Completion of at least one Genre: [Topic] (ENG 205) topics course is a prerequisite for enrolling in ENG 301 or 302; completion of either ENG 301 or 302 is prerequisite for enrolling in ENG 303.
3. May be fulfilled using (a) an upper-division elective, (b) The Art of the Sentence (ENG 420), or (c) any upper-division WR course.
4. One course may satisfy a maximum of two upper-division area requirements at once, as indicated on the current advising supplement.
5. No more than 8 credits of Research: [Topic] (ENG 401), Thesis (ENG 403), Reading and Conference: [Topic] (ENG 405), or Writing and Conference: [Topic] (CRWR 405). Upper-division CRWR courses may also be used to fulfill this requirement.

---

**Honors Program in English**

The program provides qualified undergraduate majors with special options for fulfilling departmental requirements. Honors students interested in the intensive study of literature in small discussion seminars independently explore a special topic of their own choosing, under the guidance of a faculty member. Typically, students spend a major portion of the senior year writing their honors thesis.

**Requirements**

1. Completion of all English department requirements
3. Two terms of Thesis (ENG 403), a directed program of study or creative writing under the guidance of an appropriate advisor.

4. Senior thesis—either a critical essay of thirty-five to fifty pages or a substantial piece of creative writing. The thesis must be approved by the advisor and a second reader (typically both faculty members in English) after an oral defense.

**Admission and Supervision**

Applicants must have a cumulative GPA of 3.70 in their English courses and completed at least two upper-division English courses and, if possible, all lower-division major requirements. Admission is based on the applicant’s academic record, a brief description of the applicant’s proposed project, and the recommendation of two faculty members in the department.

Beginning with the 2014–15 academic year, Clark Honors College English majors who have been accepted into the English honors program and who complete the requirements for both the Clark Honors College thesis and the English honors program may submit an English honors thesis, awarded a pass or pass with distinction, to fulfill the thesis requirement for both English department honors and the Clark Honors College thesis. Failing theses cannot earn English department honors or be used to satisfy the Clark Honors College thesis.

To apply for admission to the honors program, contact Paul Peppis, the program director and associate department head.

**Minor in English**

The English minor requires 24 credits of approved course work selected from the documents titled University of Oregon English Major Requirements and Advising Supplement, which are updated each year. Both documents are available in the English department office. Only courses with the ENG subject code and writing courses numbered WR 320, WR 321, or WR 423 may be used for the minor. Introduction to Literature (ENG 104, ENG 105, ENG 106) and transfer equivalents may not be used to satisfy minor requirements. A maximum of 8 credits may be taken in lower-division courses, and all upper-division courses must be taken in residence at the University of Oregon. Course work must be taken for letter grades and passed with grades of mid-C or better.

**Minor in Comics and Cartoon Studies**

This interdisciplinary minor in comics and cartoon studies presents students with an international, historical, and critical perspective on the art of comics, from editorial cartoons to comic books to graphic novels. In taking courses for this minor, students will be required to think beyond accustomed disciplinary boundaries and to analyze and experiment with the interaction of visual and linguistic systems of meaning.

To qualify for the minor, students must take 24 credits of approved courses, including one required course, Introduction to Comic Studies (ENG 280). The remaining courses may be selected from the range of comics-related courses offered through the Departments of Art, Comparative Literature, East Asian Languages and Literatures, English, Ethnic Studies, History of Art and Architecture, and Romance Languages, the Arts and Administration Program, and the School of Journalism and Communication. For details regarding these courses, students should consult the list of offerings available in the Department of English office or online at comics.uoregon.edu.

No more than 12 credits may be taken in lower-division courses, and course work must be passed with grades of mid-C or better.
Minor in Writing, Public Speaking, and Critical Reasoning

The minor in writing, public speaking, and critical reasoning prepares undergraduates for active and effective participation in the complex, diverse, and ever-changing communicative situations they will face after graduation.

Select two courses in writing from the following: ¹

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 123</td>
<td>College Composition III</td>
<td>4</td>
</tr>
<tr>
<td>WR 320</td>
<td>Scientific and Technical Writing</td>
<td>4</td>
</tr>
<tr>
<td>WR 321</td>
<td>Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>ENG 413</td>
<td>Theories of Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG 420</td>
<td>The Art of the Sentence</td>
<td>4</td>
</tr>
<tr>
<td>WR 423</td>
<td>Advanced Composition</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two courses in rhetoric from the following (at least one of which must be ENG 200 or ENG 330): ²

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Public Speaking as a Liberal Art</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 330</td>
<td>Oral Controversy and Advocacy</td>
<td>4</td>
</tr>
<tr>
<td>ENG 491</td>
<td>Rhetoric and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 492</td>
<td>History of Rhetoric and Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENG 493</td>
<td>Modern Rhetorical Criticism</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two courses in reasoning from the following: ¹

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 103</td>
<td>Critical Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Logic, Inquiry, and Argumentation</td>
<td>4</td>
</tr>
<tr>
<td>ENG 335</td>
<td>Inventing Arguments</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 24

¹ Reasoning, Speaking, Writing (ENG 494), Internship: [Topic] (ENG 404) or Independent Writing Project (WR 198) may be taken to satisfy one course requirement.

² If not already taken.

Kindergarten through Secondary Teaching Careers

Students who complete a degree in English are eligible to apply to the College of Education’s fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available from the department’s education advisors, Elizabeth Wheeler and Mary Wood; see also the College of Education (p. 679) section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in English

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

First term of first-year second-language sequence 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 301</td>
<td>Foundations of the English Major: Context</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

First term of second-year second-language sequence 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 302</td>
<td>Foundations of the English Major: Theory</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Second term of second-year second-language sequence 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 303</td>
<td>Foundations of the English Major: Text</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Multicultural course in American cultures or international cultures 4

First term of second-year second-language sequence 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 304</td>
<td>Foundations of the English Major: Text</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Multicultural course in American cultures or international cultures 4

First term of second-year second-language sequence 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 305</td>
<td>Foundations of the English Major: Theory</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Multicultural course in American cultures or international cultures 4

First term of second-year second-language sequence 4
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 300 Introduction to Literary Criticism</td>
<td>4</td>
<td>Student should have completed ENG 301–303 sequence</td>
</tr>
<tr>
<td>FLR 320 Car Cultures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 340 Jewish Writers</td>
<td>4</td>
<td>Student should have completed the two-course ENG 205 requirement</td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 315 Advanced Shakespeare</td>
<td>4</td>
<td>Student should have completed the BA language requirement</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 407 Seminar: [Topic]</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td>ENG 427 Chaucer</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Multicultural course in international cultures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>45-49</td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Studies

The Department of English offers graduate study in English and American literature, film studies, folklore, critical theory, rhetoric and composition, and cultural studies. It offers the master of arts (MA) and doctor of philosophy (PhD) degrees in English. Detailed descriptions of these programs and instructions about how to apply to the English graduate program are available on the department’s website.

### Master of Arts Degree

The Department of English offers an MA for students who want to study beyond the BA but who do not plan to complete a PhD. Students whose goal is a doctorate should apply for admission to the department’s doctoral program (described below). Students who complete the MA program at the University of Oregon and want to enter the PhD program must reapply to the department for admission into that program.

The number of seats in the MA program is limited, and admission is competitive.

### Admission Requirements

1. An undergraduate grade point average (GPA) of at least 3.50 or, if the student has 12 or more credits of graduate work in English, a graduate GPA of 3.50 or better
2. The submission of scores on the verbal and analytical writing sections of the general test of the Graduate Record Examinations (GRE).
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 100 on the Internet-based test

### Admission Procedures

Information on applying to the graduate program may be obtained from the department website or from the department office. Application materials are submitted electronically at [https://gradweb.uoregon.edu/online_app/application/guidelines2.htm](https://gradweb.uoregon.edu/online_app/application/guidelines2.htm). The following information is part of the application process and must be submitted electronically:

- Degree transcripts (unofficial copies are acceptable)
- Contact information (names, e-mail addresses) for three people willing to write letters of recommendation
- A personal statement (500-word maximum) of background and objectives in pursuing the course of study
- A writing sample that demonstrates the applicant’s ability in literary, film, folklore, or cultural studies (5,000-word maximum, including bibliography and notes)
In addition to the transcripts uploaded to the online application, official copies of transcripts should be mailed to the Office of Admissions, 1217 University of Oregon, Eugene, Oregon 97403-1286.

Information about graduate teaching fellowships may be found on the department website.

The application deadline for admission is January 15. Candidates are admitted only for fall term.

The completed file is reviewed by the department's graduate admissions committee, which notifies the applicant of its decision. All admissions are conditional.

**Master of Arts Degree Requirements**

<table>
<thead>
<tr>
<th>ENG 690</th>
<th>Introduction to Graduate Studies in English</th>
<th>5</th>
</tr>
</thead>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Pre-1500 course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500-1660 course</td>
</tr>
<tr>
<td>1660–1800 course</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>19th-century course</th>
</tr>
</thead>
<tbody>
<tr>
<td>20th-century course</td>
</tr>
</tbody>
</table>

Rhetoric or advanced theory course

Nine formal 600-level seminars

A master's thesis may be substituted for one elective seminar with the prior approval of the director of graduate studies in consultation with the faculty thesis advisor. The MA thesis is a substantial scholarly essay researched and written over two terms during the second year of study.

Graduate course work should be completed at the 600 level. Exceptions to this policy must be made in advance by the director of graduate studies in consultation with the individual faculty advisor.

A minimum cumulative GPA of 3.50 in all graduate course work at the UO is required for completion of the MA degree. At least nine courses must be taken in residence at the University of Oregon.

Students who have completed 12 graduate-level English courses (nine taken at the university), attained reading knowledge of one foreign language, and maintained a cumulative GPA of 3.30 or better may apply for the MA degree with a specialty in English or American literature.

**Language Requirement**

Completion of the degree requires reading competence in one foreign language. Reading competence may be demonstrated by a B+ average in the yearlong Old English sequence; a grade of mid-B or better in the last term of a second-year language course or an approved 300-, 400-, or 600-level literature course with readings in the target language; scoring at required levels on the College Level Examination Program (CLEP) test; or passing the Toronto Medieval Latin examination at the master's level.

**Interdisciplinary MA**

See the description of the Interdisciplinary Studies: Individualized Program (IS:IP) in the Graduate School section of this catalog.

**Doctor of Philosophy Degree**

Students who want to pursue a PhD at the University of Oregon should apply directly to the doctoral program. Students in the doctoral program who have not earned an MA prior to being admitted may receive the MA at the appropriate stage of their course of study, typically at the end of the second year (subject to the fulfillment of department and university MA requirements listed in the Graduate School section of this catalog).

The number of places in the PhD program is limited, and admission is competitive.

**Admission Requirements**

1. A bachelor of arts (BA) or a master of arts (MA) in English or a related field, with at least a 3.50 graduate grade point average (GPA)
2. The submission of scores on the verbal and analytical writing sections of the general test of the Graduate Record Examinations (GRE); the score on the subject test for literature in English is optional
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 100 on the Internet-based version

Admission procedures are the same as for MA degrees. The application deadline is December 15; candidates are admitted only for fall term.

**Residency Requirements**

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus. The Graduate School requires three consecutive terms (fall, winter, spring) with a minimum of 9 graduate credits of formal course work per term for the PhD year of residency; graduate teaching fellows must also enroll for a minimum of 9 graduate credits each term they hold a GTF appointment.

**Doctor of Philosophy Degree Requirements**

<table>
<thead>
<tr>
<th>ENG 614</th>
<th>Introduction to Literary and Cultural Theory</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 690</td>
<td>Introduction to Graduate Studies in English</td>
<td>5</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Pre-1500 course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500-1660 course</td>
</tr>
<tr>
<td>1660–1800 course</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>19th-century course</th>
</tr>
</thead>
<tbody>
<tr>
<td>20th-century course</td>
</tr>
</tbody>
</table>

Rhetoric or advanced theory course

 Twelve seminars

1. Film and folklore courses are included under the appropriate time period.
2. The seminars, constituting the individual plan of study, may be distributed among any areas, and the plan must be approved by the student's graduate faculty advisor and the director of graduate studies before the second year of study.

Graduate course work should be completed at the 600 level. Exceptions to this policy must be made in advance by the director of graduate studies in consultation with the individual faculty advisor.

A cumulative GPA of 3.50 or better in all graduate work at the UO is the minimum requirement for satisfactory progress toward the PhD.
Second Language

The graduate language requirement for the doctoral degree is reading competence in two non-English languages or high proficiency in one. Reading competence may be demonstrated in each of two foreign languages as specified under the language requirement for the MA degree. High proficiency may be demonstrated by a grade of A– or better in an approved 400-, 500-, or 600-level literature course, with readings in the target language; scoring at the required levels on the College Level Examination Program (CLEP) test; or passing the Toronto Medieval Latin examination at the PhD level.

Students may petition the graduate committee to test in languages that don’t fit the above criteria.

Teaching

Doctoral candidates must have experience as classroom teachers in the department before they receive the degree.

Structured Emphasis

Students may define their individual plan of study according to one of seven structured emphasis options: ethnic literary studies, film studies, folklore, literature and the environment, medieval studies, poetry and poetics, or rhetoric and composition. Each emphasis has a focused set of courses and a special section.

Breadth Examination

Doctoral candidates must take the PhD breadth examination at the beginning of the third year of study, or, if they enter with 6 or more transfer credits, at the beginning of the second year of study. The student and the student’s advisor select two examination fields chosen for proximity to and/or importance for the separate, primary research field and project. These fields may provide broad familiarity with readings, texts, or methods that will inform dissertation research, and may also develop areas of relevant professional or teaching competence. They may include historical fields adjacent to the primary research field; genres; or areas of critical theory. The examination includes written (take-home) and oral components based on reading lists generated by the student in consultation with faculty examiners and approved by the Graduate Committee. A student must pass the breadth examination in order to take the PhD major field examination, administered the following year. Students who fail either written portion of the breadth examination do not take the oral portion until they have retaken and passed the failed written part; retakes will occur at the end of that term, postponing the PhD major field examination to the following term.

Major Field Examination

After students in the PhD program have completed their course work, they must take a two-and-a-half-hour major field examination. Typically taken fall term following completion of all course work and the language requirement, the major field examination provides each student with the opportunity to present and defend a short paper on a topic related to the dissertation. The examination also allows the student to demonstrate expertise in his or her field of specialization. It is divided into two parts:

1. A discussion of a relatively broad field of study that provides a context for the topic or problem examined in part two
2. A prepared presentation by the student on a topic or problem of the student’s choice that is related to the dissertation, followed by a discussion of that topic

The topic and areas covered by the major field examination are defined, in the form of a project description and reading list, by the student in consultation with an advisor or advisors and must be approved by the English department graduate committee. As a supplement to the major field examination, a student may choose to complete a one- to two-hour written examination on part two. The major field examination may be retaken only once.

PhD Dissertation

After completing all other degree requirements, the candidate should consult with a faculty advisor willing to work in the area of the student’s interest and submit a dissertation prospectus for approval by the student’s dissertation committee. Once the prospectus is approved by the committee and the director of graduate studies, the student is advanced to candidacy. A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy.

The dissertation may be a work of literary, film, folklore, or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

Certificate in Writing, Public Speaking, and Critical Reasoning

The English department’s certificate in writing, public speaking, and critical reasoning is available to all University of Oregon undergraduates in any minor.

A certificate in writing, public speaking, and critical reasoning requires 36 credits as follows:

Select three courses in writing (at least one at the 400 level): 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 413</td>
<td>Theories of Literacy</td>
</tr>
<tr>
<td>ENG 420</td>
<td>The Art of the Sentence</td>
</tr>
<tr>
<td>WR 123</td>
<td>College Composition III</td>
</tr>
<tr>
<td>WR 320</td>
<td>Scientific and Technical Writing</td>
</tr>
<tr>
<td>WR 321</td>
<td>Business Communications</td>
</tr>
<tr>
<td>WR 423</td>
<td>Advanced Composition</td>
</tr>
</tbody>
</table>

Select three courses in rhetoric (at least one of which must be ENG 200 or ENG 330): 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Public Speaking as a Liberal Art</td>
</tr>
<tr>
<td>or ENG 330</td>
<td>Oral Controversy and Advocacy</td>
</tr>
<tr>
<td>ENG 491</td>
<td>Rhetoric and Ethics</td>
</tr>
<tr>
<td>ENG 492</td>
<td>History of Rhetoric and Composition</td>
</tr>
<tr>
<td>ENG 493</td>
<td>Modern Rhetorical Criticism</td>
</tr>
</tbody>
</table>

Select two courses in reasoning: 8 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 335</td>
<td>Inventing Arguments</td>
</tr>
<tr>
<td>PHIL 103</td>
<td>Critical Reasoning</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Logic, Inquiry, and Argumentation</td>
</tr>
</tbody>
</table>

One capstone course: 4 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 494</td>
<td>Reasoning, Speaking, Writing</td>
</tr>
</tbody>
</table>

Total Credits: 36

1 Rhetoric and Ethics (ENG 491) may serve as the capstone course in years when Reasoning, Speaking, Writing (ENG 494) is not taught.
Courses

ENG 104. Introduction to Literature: Fiction. 4 Credits.
Works representing the principal literary genres.

ENG 105. Introduction to Literature: Drama. 4 Credits.
Works representing the principal literary genres.

ENG 106. Introduction to Literature: Poetry. 4 Credits.
Works representing the principal literary genres.

ENG 107. World Literature. 4 Credits.
Reading and analysis of selected works in a global survey of ancient
literatures, 2500 BCE–1500 CE.

ENG 108. World Literature. 4 Credits.
Reading and analysis of selected works in a global survey of the early
modern period to the industrial revolution, 1500 CE–1789 CE.

ENG 109. World Literature. 4 Credits.
Reading and analysis of selected works in a global survey from the
industrial revolution onward, 1789 CE–present.

ENG 110. Introduction to Film and Media. 4 Credits.
Basic critical approaches to film and media studies. Analysis and
interpretation of film and media.

ENG 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ENG 200. Public Speaking as a Liberal Art. 4 Credits.
Study and practice of public speaking as grounded in the five rhetorical
canos of invention, arrangement, style, delivery, and memory.
Prereq: WR 122 or equivalent.

ENG 205. Genre: [Topic]. 4 Credits.
Traces the historical development and transformations of key genres
for the study of English and American literature and culture, including
canonical and popular literary as well as media forms. Repeatable once
for a maximum of 8 credits when topic changes.

ENG 207. Shakespeare. 4 Credits.
The major plays in chronological order with emphasis on the early and
middle plays through "Hamlet."

ENG 208. Shakespeare. 4 Credits.
The major plays in chronological order with emphasis on the later plays
beginning with "Twelfth Night."

ENG 209. The Craft of the Sentence. 4 Credits.
Study of basic sentence mechanics, grammatical terminology, and the
conventions of punctuation. Includes some historical background on the
development of English grammar. Students cannot receive credit for both
ENG 209 and LING 494.

ENG 215. Survey of American Literature. 4 Credits.
American literature from its beginnings to 1850.

ENG 216. Survey of American Literature. 4 Credits.
American literature from 1850 to the present.

ENG 225. Age of King Arthur. 4 Credits.
Introduction to the literature of the Middle Ages set against the backdrop
of medieval culture.

ENG 230. Introduction to Environmental Literature. 4 Credits.
Introduction to literature that examines the human place in the natural
world. Consideration of how writers understand environmental crises and
scientific ideas of their generation.

ENG 240. Introduction to Disability Studies. 4 Credits.
Introduces students to central concepts and essential texts in disability
studies and applies them to literary and cultural texts, with a focus
on racial diversity and learning directly from writers and scholars who
experience a wide spectrum of bodymind variabilities.

ENG 241. Introduction to African American Literature. 4 Credits.
African American literature and culture in relevant intellectual, social, and
historical contexts.

ENG 242. Introduction to Asian American Literature. 4 Credits.
Asian American literature and culture in relevant intellectual, social, and
historical contexts.

ENG 243. Introduction to Chicano and Latino Literature. 4 Credits.
Chicano and Latino literature and culture in relevant intellectual, social,
and historical contexts.

ENG 244. Introduction to Native American Literature. 4 Credits.
Native American literature and culture in relevant intellectual, social,
and historical contexts.

ENG 245. Introduction to Ethnic American Literature: [Topic]. 4
Credits.
American ethnic literature and culture in relevant intellectual, social,
and historical contexts. Repeatable once when topic changes for a maximum
of 8 credits.

ENG 250. Literature and Digital Culture. 4 Credits.
This course will focus on the intersection of digital culture and literary
studies. Students will learn how to use digital tools to study literature.
Simultaneously, they will use literary analysis approaches to study
contemporary digital culture.

ENG 260. Media Aesthetics. 4 Credits.
Conventions of visual representation in still photography, motion pictures,
and video.

ENG 265. History of the Motion Picture. 4 Credits.
Studies the historical evolution of cinema as an institution and art form
from its origins to present. Sequence with ENG 266, 267.

ENG 266. History of the Motion Picture. 4 Credits.
Studies the historical evolution of cinema as an institution and art form
from its origins to present. Sequence with ENG 265, 267.

ENG 267. History of the Motion Picture. 4 Credits.
Studies the historical evolution of cinema as an institution and art form
from its origins to present. Sequence with ENG 265, 267.

ENG 280. Introduction to Comic Studies. 4 Credits.
Introduction to the art of comics and the methodologies of comics studies.

ENG 300. Introduction to Literary Criticism. 4 Credits.
Various techniques and approaches to literary criticism (e.g., historical,
feminist, formalist, deconstructionist, Freudian, Marxist, semiotic) and
their applications.
Prereq: sophomore standing.

ENG 301. Foundations of the English Major: Context. 4 Credits.
Chronological study of literary and media works in English, beginnings to
the present, emphasizing their cultural and historical contexts. Sequence
with ENG 302, ENG 303.
Prereq: ENG 205.

ENG 302. Foundations of the English Major: Theory. 4 Credits.
Chronological study of literary and media works in English, beginnings to
the present, emphasizing disciplinary history and theoretical debates.
Sequence with ENG 301, ENG 303.
Prereq: ENG 301.
ENG 303. Foundations of the English Major: Text. 4 Credits.
Chronological study of literary and media works in English, beginnings to the present, emphasizing analytic reading and writing skills. Sequence with ENG 301, ENG 303.
Prereq: ENG 302.

ENG 313. Teen and Children’s Literature. 4 Credits.
Books for young readers, their social implications and historical context, from the 19th century to the present. This is a service learning course, which explores the interplay between the classroom experience and the co-requisite internship volunteering with youth at K-12 schools and nonprofit agencies.
Coreq: ENG 404 Internship: Community Literacy; sophomore standing.

ENG 316. Women Writers’ Forms: [Topic]. 4 Credits.
Women’s writing in a particular genre or form (prose, fiction, drama, poetry, autobiography, folksong) examined in the context of current feminist literary theories. Repeatable when topic changes.
Prereq: sophomore standing.

ENG 321. English Novel. 4 Credits.
Rise of the novel from Defoe to Austen.

ENG 322. English Novel. 4 Credits.
Rise of the novel from Scott to Hardy.

ENG 323. English Novel. 4 Credits.
Rise in the novel from Conrad to the present.

ENG 325. Literature of the Northwest. 4 Credits.
Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Offered alternate years.
Prereq: Sophomore standing.

ENG 330. Oral Controversy and Advocacy. 4 Credits.
In-depth study of the habits of research, reasoning, selection, and presentation necessary for ethical and effective oral advocacy on contested topics. Not open to freshmen.
Prereq: WR 122 or equivalent.

ENG 335. Inventing Arguments. 4 Credits.
Analysis and use of patterns of reasoning derived from the disciplines of rhetoric, informal logic, cognitive science, and the theory of argumentation.
Prereq: WR 122 or WR 123.

ENG 340. Jewish Writers. 4 Credits.
Forms and varieties of fiction, poetry, and drama by Jewish writers from the 19th century to the present.

ENG 360. African American Writers. 4 Credits.
Examines the origins and development of African American literature and culture in relevant intellectual, social, and historical contexts.
Prereq: sophomore standing.

ENG 361. Native American Writers. 4 Credits.
Examines the origins and development of Native American literature and culture in relevant intellectual, social, and historical contexts. Course will be taught once or more per academic year.
Prereq: Sophomore standing.

ENG 362. Asian American Writers. 4 Credits.
Examines the origins and development of Asian American literature and culture in relevant intellectual, social, and historical contexts. Course will be taught once or more per academic year.
Prereq: Sophomore standing.

ENG 363. Chicano and Latino Writers. 4 Credits.
Examines the origins and development of Chicano and Latino literature and culture in relevant intellectual, social, and historical contexts. Course will be taught once or more per academic year.
Prereq: Sophomore standing.

ENG 364. Comparative Ethnic American Literatures. 4 Credits.
Comparative examination of major issues in African, Asian, Chicano, and Native American literatures and cultures in relevant contexts. Course will be taught once or more per academic year.
Prereq: Sophomore standing.

ENG 380. Film, Media, and History. 4 Credits.
Study of the history of institutions and industries that shape production and reception of film and media.

ENG 381. Film, Media, and Culture. 4 Credits.
Study of film and media as aesthetic objects that engage with communities identified by class, gender, race, ethnicity, and sexuality.

ENG 385. Graphic Narratives and Cultural Theory. 4 Credits.
Survey of 20th- and 21st-century graphic novels in the context of cultural theory. Sophomore standing required. Offered alternate years.

ENG 386. Bodies in Comics. 4 Credits.
Examines questions and representations of bodily identity in comics through the lenses of disability studies and gender theory.

ENG 391. American Novel. 4 Credits.
Development of the American novel from its beginnings to 1900.

ENG 392. American Novel. 4 Credits.
Development of the American novel from 1900 to present.

ENG 394. 20th-Century Literature. 4 Credits.
Modern literature from American, British, and European cultures, 1890 to 1945. Significant works of poetry, fiction, drama, and nonfiction in relation to intellectual and historical developments.

ENG 395. 20th-Century Literature. 4 Credits.
Modern literature from American, British, and European cultures, 1945 to present. Significant works of poetry, fiction, drama, and nonfiction in relation to intellectual and historical developments.

ENG 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
Prereq: sophomore standing.

ENG 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

ENG 401. Research: [Topic]. 1-21 Credits.
Repeatable.
Prereq: junior standing.

ENG 403. Thesis. 1-12 Credits.
Repeatable.
Prereq: junior standing.

ENG 404. Internship: [Topic]. 1-6 Credits.
On- or off-campus internship in a variety of writing or literacy-related settings in connection with designated courses. Repeatable.
Prereq: junior standing.

ENG 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.
Prereq: junior standing.

ENG 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Selected seminars offered each year.
ENG 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.
Prereq: junior standing.

ENG 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Selected topics offered each year.
Prereq: junior standing.

ENG 412. Literary Editing. 4 Credits.
Study of principles and practices of editing contemporary literature.
Prepares the student for work in the trade.

ENG 413. Theories of Literacy. 4 Credits.
Approaches to literacy through literary theory, rhetoric and cultural studies. Examines issues involved with school and community literacy.
Pre- or coreq: ENG 404 Internship: Community Literacy; junior standing.

ENG 419. Contemporary Literary Theory. 4 Credits.
Developments in critical thinking after the New Criticism.
Prereq: Junior standing.

ENG 420. The Art of the Sentence. 4 Credits.
Analysis of English grammar and style in literary and academic contexts.
Offered alternate years.
Prereq: junior standing.

ENG 423. The Age of Beowulf. 4 Credits.
A reading of Anglo-Saxon literature and culture as the intersection of Germanic, Celtic, and Christian traditions. Readings include Irish epic, Welsh romance, Norse mythology, and Icelandic saga.
Prereq: Junior standing.

ENG 425. Medieval Romance. 4 Credits.
Study of selected romances in the context of European intellectual and social history. May include elementary linguistic introduction to Middle English.
Prereq: Junior standing.

ENG 427. Chaucer. 4 Credits.
Close textual study of selected Canterbury Tales in Middle English; instruction in the grammar and pronunciation of Chaucer's language.
Prereq: Junior standing.

ENG 428. Old English I. 4 Credits.
Introduction to Old English language. Sequence with ENG 429, 430.
Prereq: Junior standing.

ENG 429. Old English II: [Topic]. 4 Credits.
Study of Old English prose or poetry in the original language. Sequence with ENG 428, 430. Repeatable twice when topic changes.
Prereq: ENG 428.

ENG 430. Old English III: [Topic]. 4 Credits.
Study of Beowulf or works by other major Old English authors in the original language. Sequence with ENG 428, 429. Repeatable twice when topic changes.
Prereq: ENG 429

ENG 434. Spenser. 4 Credits.
Examines the works of Edmund Spenser.
Prereq: Junior standing.

ENG 436. Advanced Shakespeare. 4 Credits.
Detailed study of selected plays, poetry, or both.
Prereq: Junior standing.

ENG 438. Shakespeare’s Rivals. 4 Credits.
Representative plays by Ben Jonson, Thomas Middleton, John Webster, and other early 17th-century dramatists.
Prereq: Junior standing.

ENG 442. Milton. 4 Credits.
Prereq: Junior standing.

ENG 448. Restoration and 18th-Century Literature. 4 Credits.
Johnson and his circle; classic to romantic; relations between England and the Enlightenment in France.

ENG 451. 19th-Century Studies: [Topic]. 4 Credits.
Comparative studies of selected problems and figures on both sides of the Atlantic; treating topics in literature, the fine arts, and social history.
Repeatable when topic changes.

ENG 454. English Romantic Writers. 4 Credits.
Romantic thought and expression. The first generation including Blake, Coleridge, Dorothy and William Wordsworth.
Prereq: Junior standing.

ENG 461. American Literature to 1800. 4 Credits.
Readings in American poetry, nonfiction prose, drama, and fiction.
Prereq: Junior standing.

ENG 467. American Literature, 1900-Present. 4 Credits.
Readings in American poetry, nonfiction prose, drama, and fiction.
Prereq: Junior standing.

ENG 468. Ethnic Literature: [Topic]. 4 Credits.
Advanced study of one or more authors or literary genres related to ethnic literature including African, Native, Asian, or Chicano American.
Repeatable twice when topic changes for a maximum of 12 credits.
Prereq: Junior standing.

ENG 469. Literature and the Environment: [Topic]. 4 Credits.
In-depth study of various topics related to literature and the environment including Bioart/Bioethics, Biosemiotics, Critical Animal Studies, Food Culture, Ideas of Wilderness, Rhetoric of Nature Writing, Virtual Ecologies. Repeatable thrice when topic changes for maximum of 16 credits.
Prereq: Junior standing.

ENG 470. Technologies and Texts Capstone. 4 Credits.
This course examines the way humanities disciplines use digital technologies to forge a new role in the public sphere, exploring how digital and print cultures (re)shape forms of cultural expression and knowledge production. Students will create their own digital projects in this course.

ENG 475. Modern Poetry. 4 Credits.
20th-century British and American poetry with emphasis on the modernist period, 1910-45. Representative authors include Yeats, Stein, Pound, Eliot, H. D., Williams, and Stevens.
Prereq: Junior standing.

ENG 476. Modern Fiction. 4 Credits.
Representative modern fiction writers in English, American, and Continental literatures, such as Joyce, Woolf, Stein, Faulkner, Proust, Kafka, and Mann.
Prereq: Junior standing.

ENG 479. Major Authors: [Topic]. 4 Credits.
In-depth study of one to three major authors from medieval through modern periods. Repeatable.
Prereq: Junior standing.

ENG 480. Modern American Superhero. 4 Credits.
Examination of the path of the American comic book superhero and an exploration of the ways in which that journey reflects large processes of social change.
ENG 485. Television Studies. 4 Credits.
Study of television’s institutional contents and representational practices, including such television genres as serials, news, and reality TV. Offered alternate years.

ENG 486. New Media and Digital Culture. 4 Credits.
Study of media emerging from computer-based and digital techniques, including digital cinema, cyborgs, interactive games, multiplayer online simulations, and viral videos. Offered alternate years.

ENG 488. Race and Representation in Film: [Topic]. 4 Credits.

ENG 491. Rhetoric and Ethics. 4 Credits.
Investigation of historical and contemporary theories of ethical rhetoric in both written and oral arguments. Prereq: WR 122 or 123.

ENG 492. History of Rhetoric and Composition. 4 Credits.
History of rhetoric as related to the theory and practice of writing, relations between rhetoric and poetics, and rhetorical criticism through the 19th century. Prereq: Junior standing.

ENG 493. Modern Rhetorical Criticism. 4 Credits.

ENG 494. Reasoning, Speaking, Writing. 4 Credits.
Application of advanced study in argumentation theory, particularly procedural standards of rationality developed in recent argumentation studies, to selected public policy controversies. Repeatable when topic changes.

ENG 496. Feminist Film Criticism: [Topic]. 4 Credits.
Critical analysis of film and television texts from a feminist perspective. Prereq: Junior standing. Repeatable when topic changes.

ENG 503. Thesis. 1-16 Credits.
Repeatable.

ENG 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Selected seminars offered each year.

ENG 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

ENG 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Selected topics offered each year.

ENG 512. Literary Editing. 4 Credits.
Study of principles and practices of editing contemporary literature. Prepares the student for work in the trade.

ENG 513. Theories of Literacy. 4 Credits.
Approaches to literacy through literary theory, rhetoric and cultural studies. Examines issues involved with school and community literacy. Prereq: ENGL 604.

ENG 519. Contemporary Literary Theory. 4 Credits.
Developments in critical thinking after the New Criticism.

ENG 520. The Art of the Sentence. 4 Credits.
Analysis of English grammar and style in literary and academic contexts. Offered alternate years.

ENG 528. Old English I. 4 Credits.
Introduction to Old English language. Sequence with ENG 529, 530.

ENG 529. Old English II: [Topic]. 4 Credits.
Study of Old English prose or poetry in the original language. Sequence with ENG 528, 530. Repeatable twice when topic changes. Prereq: ENG 4/528.

ENG 530. Old English III: [Topic]. 4 Credits.
Study of Beowulf or works by other major Old English authors in the original language. Sequence with ENG 528, 529. Repeatable twice when topic changes. Prereq: ENG 4/529.

ENG 534. Spenser. 4 Credits.
Examines the works of Edmund Spenser.

ENG 536. Advanced Shakespeare. 4 Credits.
Detailed study of selected plays, poetry, or both.

ENG 538. Shakespeare’s Rivals. 4 Credits.
Representative plays by Ben Jonson, Thomas Middleton, John Webster, and other early 17th-century dramatists.

ENG 542. Milton. 4 Credits.

ENG 548. Restoration and 18th-Century Literature. 4 Credits.
Johnson and his circle; classic to romantic; relations between England and the Enlightenment in France.

ENG 551. 19th-Century Studies: [Topic]. 4 Credits.
Comparative studies of selected problems and figures on both sides of the Atlantic; treating topics in literature, the fine arts, and social history. Repeatable when topic changes.

ENG 554. English Romantic Writers. 4 Credits.
Romantic thought and expression. The first generation including Blake, Coleridge, Dorothy and William Wordsworth.

ENG 556. American Literature to 1800. 4 Credits.
Readings in American poetry, nonfiction prose, drama, and fiction.

ENG 557. American Literature, 1900-Present. 4 Credits.
Readings in American poetry, nonfiction prose, drama, and fiction.

ENG 568. Ethnic Literature: [Topic]. 4 Credits.
Advanced study of one or more authors or literary genres related to ethnic literature including African, Native, Asian, or Chicano American. Repeatable twice when topic changes for a maximum of 12 credits.

ENG 569. Literature and the Environment: [Topic]. 4 Credits.
In-depth study of various topics related to literature and the environment including Bioart/Bioethics, Biosemiotics, Critical Animal Studies, Food Culture, Ideas of Wilderness, Rhetoric of Nature Writing, Virtual Ecologies. Repeatable thrice when topic changes for maximum of 16 credits.

ENG 570. Technologies and Texts Capstone. 4 Credits.
This course examines the way humanities disciplines use digital technologies to forge a new role in the public sphere, exploring how digital and print cultures (re)shape forms of cultural expression and knowledge production. Students will create their own digital projects in this course.

ENG 575. Modern Poetry. 4 Credits.
20th-century British and American poetry with emphasis on the modernist period, 1910–45. Representative authors include Yeats, Stein, Pound, Eliot, H. D., Williams, and Stevens.
ENG 576. Modern Fiction. 4 Credits.
Representative modern fiction writers in English, American, and Continental literatures, such as Joyce, Woolf, Stein, Faulkner, Proust, Kafka, and Mann.

ENG 579. Major Authors. 4 Credits.
In depth study of one to three major authors from medieval through modern periods. Repeatable.

ENG 580. Modern American Superhero. 4 Credits.
Examination of the path of the American comic book superhero and an exploration of the ways in which that journey reflects large processes of social change.

ENG 585. Television Studies. 4 Credits.
Study of television's institutional contents and representational practices, including such television genres as serials, news, and reality TV. Offered alternate years.

ENG 586. New Media and Digital Culture. 4 Credits.
Study of media emerging from computer-based and digital techniques, including digital cinema, cyborgs, interactive games, multiplayer online simulations, and viral videos. Offered alternate years.

ENG 588. Race and Representation in Film: [Topic]. 4 Credits.
Screening, interpretation, and analysis of films from developing non-European cultures and by people of color. Mechanisms of racism in dominant U.S. media. Repeatable twice for a maximum of 12 credits.

ENG 591. Rhetoric and Ethics. 4 Credits.
Investigation of historical and contemporary theories of ethical rhetoric in both written and oral arguments. Prereq: WR 122 or equivalent.

ENG 592. History of Rhetoric and Composition. 4 Credits.
History of rhetoric as related to the theory and practice of writing, relations between rhetoric and poetics, and rhetorical criticism through the 19th century.

ENG 593. Modern Rhetorical Criticism. 4 Credits.
Theoretical topics addressed by 20th-century rhetorical critics. Varieties of rhetorical interpretation, from neo-Aristotelian to reader-response, postmodernist views of metaphor.

ENG 596. Feminist Film Criticism: [Topic]. 4 Credits.
Critical analysis of film and television texts from a feminist perspective. Repeatable when topic changes.

ENG 601. Research: [Topic]. 1-16 Credits.
Repeatable.

ENG 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

ENG 603. Dissertation. 1-21 Credits.
Repeatable.

ENG 604. Internship: [Topic]. 1-6 Credits.
Repeatable. On- or off-campus internship in a variety of writing or literacy-related settings.

ENG 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

ENG 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Selected seminars offered each year.

ENG 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.
Courses

WR 121. College Composition I. 4 Credits.
Written reasoning as discovery and inquiry. Frequent essays explore relationship of thesis to structure and audience. Strong focus on the process of revising. Regular work on editing.
Prereq: SAT verbal score below 710 (650 if taken before April 1995), ACT verbal score below 32, or equivalent.

WR 122. College Composition II. 4 Credits.
Written reasoning as a process of argument. Developing and supporting theses in response to complex questions. Attention to critical reading in academic setting. Continuing focus on revising and editing.
Prereq: WR 121 or equivalent.

WR 123. College Composition III. 4 Credits.
Written reasoning in the context of research. Practice in writing documented essays based on the use of sources. Continuing focus on revising and editing.
Prereq: WR 121 or equivalent.

WR 195. Writing Tutorial. 1 Credit.
Provides students concurrently enrolled in WR 121 with one-on-one tutoring. Enrollment priority based on entrance exam (SAT or ACT) scores. Repeatable once.
Coreq: WR 121.

WR 198. Independent Writing Project. 1-3 Credits.
Repeatable. Supervised writing projects in nonfiction prose.
Prereq: WR 122 or equivalent.

WR 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

WR 312. Principles of Tutoring Writing. 4 Credits.
The practice and ethics of tutoring writing in the context of writing in various academic disciplines. Theories of teaching, tutoring techniques, and assessment of writing.

WR 320. Scientific and Technical Writing. 4 Credits.
Emphasis on form, function, and style of scientific, professional, and technical writing; weekly writing assignments include proposals, reports, definitions, instructions, summaries. Use of documentation in publication.
Prereq: completion of university writing requirement; junior standing.

WR 321. Business Communications. 4 Credits.
Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students.
Prereq: completion of university writing requirement; junior standing.

WR 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
Prereq: sophomore standing.

WR 408. Independent Writing Projects. 1-3 Credits.
Supervised writing projects in nonfiction prose. Repeatable.

WR 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
Prereq: Junior standing.

WR 423. Advanced Composition. 4 Credits.
Emphasis on critical thinking skills and rhetorical strategies for advanced written reasoning in different academic disciplines.
Prereq: Completion of University Writing Requirement; junior standing.

WR 508. Independent Writing Projects. 1-3 Credits.
Supervised writing projects in nonfiction prose. Repeatable.

Environmental Studies

Richard York, Program Director
541-346-5000
541-346-5954 fax
144 Columbia Hall
5223 University of Oregon
Eugene, Oregon 97403-5223

Environmental studies crosses the boundaries of traditional disciplines in the natural sciences, social sciences, humanities, management, policy, design, and law. It challenges faculty members to look at the relationship between humans and their environment from new perspectives. The Environmental Studies Program is dedicated to gaining greater understanding of the natural world from an ecological perspective; devising policies and behaviors that address contemporary environmental problems; and promoting a rethinking of basic cultural premises, ways of structuring knowledge, and the root metaphors of contemporary society.

Faculty

Core faculty members listed in the faculty list have dedicated responsibilities in the program. Participating faculty members have demonstrated professional interests in environmental studies by researching environmental issues, teaching courses that meet program requirements, or participating in a variety of program activities on a voluntary basis. They are all available to advise students who are interested in environmental studies. More information about the faculty is available on the program website.

Resources

The program’s resource center has a limited collection of books related to environmental topics. University of Oregon students and members of the faculty and staff may borrow items for up to two weeks.

Faculty

Brendan J. M. Bohannan, associate professor (microbial ecology). See Biology.

Peg Boulay, instructor (environmental monitoring, wildlife conservation, outreach and education); codirector, environmental leadership and advising. BS, 1989, Furman; MS, 1992, Florida. (2009)

Scott D. Bridgham, professor (ecosystem ecology, climate change). See Biology.

Trudy Ann Cameron, Raymond F. Mikesell Professor of Environmental and Resource Economics (environmental economics). See Economics.

Mark Carey, associate professor (history). See Robert Donald Clark Honors College.

Matthew Dennis, professor (colonial and early national America, American cultural and environmental history, American Indian history). See History.

Alan Dickman, senior instructor with title of research associate professor. See Biology.

Stephanie LeMenager, Barbara and Carlisle Moore Distinguished Professor in English and American Literature. See English.
Kathryn A. Lynch, senior instructor (environmental leadership, tropical conservation, environmental education); codirector, environmental leadership and advising. BS, 1992, California, Davis; MA, 1995, PhD, 2001, Florida. (2005)

Kathy Lynn, research assistant (Tribal Climate Change Project).


Galen Martin, senior instructor (sustainable agriculture, food systems).

Patricia F. McDowell, professor (river management and restoration). See Geography.

Ronald B. Mitchell, professor (environmental politics, international relations). See Political Science.

Erin Moore, assistant professor (life-cycle environmental impacts). See Architecture.

Nicolae Morar, visiting assistant professor (applied ethics, philosophy of biology). See Philosophy.

Brook Muller, associate professor (environmentally responsive architecture). See Architecture.


David Sutherland, assistant professor (ice-ocean interaction, coastal and estuarine oceanography). See Earth Sciences.

Ted Toadvine, professor (environmental ethics, ecocriticism). See Philosophy.

Sarah Wald, associate professor (race and ethnic studies, environmental humanities).

Peter A. Walker, professor (environmental politics, political ecology). See Geography.

Marsha Weisiger, Rocky and Julie Dixon Chair of U.S. Western History; associate professor (environmental, Native American, American West). See History.

Louise Westling, professor (ecocriticism, environmental humanities). See English.


Richard York, associate professor (assessing anthropogenic driving forces of global environmental change). See Sociology.

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

Participating

Susan C. Anderson, German and Scandinavian
William S. Ayres, anthropology
Patrick J. Bartlein, geography
Carol Ann Bassett, journalism and communication
Carla Bengston, art
Ann Bettman, landscape architecture
Aletta Biersack, anthropology
Thomas H. Bivins, journalism and communication
Christopher Bone, geography
John E. Bonine, law
Gregory D. Bothun, physics
William E. Bradshaw, biology
Yvonne A. Braun, women's and gender studies
G. Z. Brown, architecture
George C. Carroll, biology
Katharine V. Cashman, earth sciences
Richard W. Castenholz, biology
Suzanne Clark, English
Shaul E. Cohen, geography
John S. Conery, computer and information science
William A. Cresko, biology
James R. Crosswhite, English
Edward B. Davis, Museum of Natural and Cultural History
Jerome Diethelm, landscape architecture
Rebecca J. Dorsey, geological science
Michael C. Dreiling, sociology
James R. Elliott, sociology
Richard B. Emlet, biology
Paul C. Engelking, chemistry and biochemistry
Arthur M. Farley, computer and information science
Mark Fonstad, geography
John B. Foster, sociology
John T. Gage, English
Daniel Gavin, geography
Daniel Goldrich, political science
Jessica L. Green, biology
Patricia A. Gwartney, sociology
William T. Harbaugh, economics
Susan W. Hardwick, geography
Jill A. Harrison, sociology
Kenneth I. Helphand, landscape architecture
Michael Hibbard, planning, public policy and management
Richard G. Hildreth, law
Derrick Hindery, international studies
Janet Hodder, Oregon Institute of Marine Biology
Garrett K. Hongo, creative writing
Samantha Hopkins, honors college
Carl J. Hosticka, planning, public policy and management
David Hulse, landscape architecture
James E. Hutchison, chemistry and biochemistry
Renee A. Irvin, planning, public policy and management
Colin Ives, art
Grant Jacobsen, planning, public policy and management
Bart Johnson, landscape architecture
Mark Johnson, philosophy
Lamia Karim, anthropology
Craig Kauffman, political science
Lauren J. Kessler, journalism and communication
Gyoung-Ah Lee, anthropology
Glen A. Love, English
Bonnie Mann, philosophy
W. Andrew Marcus, geography
Ralph Mastromonaco, economics
Theresa May, theater arts
Gregory McLauchlan, sociology
Jerry F. Medler, political science
Kate Meehan, geography
Robert Z. Melnick, landscape architecture
Debra L. Merskin, journalism and communication
Geraldine Moreno Black, anthropology
Cassandra Moseley, Institute for a Sustainable Environment
Madonna L. Moss, anthropology
Alexander B. Murphy, geography
Lise Nelson, geography
Jeffrey Ostler, history
Robert G. Parker, planning, public policy and management
Stephen E. Ponder, journalism and communication
Daniel A. Pope, history
Scott L. Pratt, philosophy
Mark H. Reed, earth sciences
Gregory J. Retallack, earth sciences
John S. Reynolds, architecture
Robert G. Ribe, landscape architecture
William Rossi, English
Bitty A. Roy, biology
Michael V. Russo, management
Gordon M. Sayre, English
Marc Schlossberg, planning, public policy and management
Alan Shanks, biology
Lynda P. Shapiro, biology
Paul Slovic, psychology
J. Josh Snodgrass, anthropology
Lawrence S. Sugiyama, anthropology
Kelly Sutherland, earth sciences
Richard P. Suttmeier, political science
Nora B. Terwilliger, biology
Roxi Thoren, landscape architecture
Joseph W. Thornton, biology
Nelson Ting, anthropology
Douglas R. Toomey, earth sciences
Daniel Udovic, biology
Peter Warnek, philosophy
Peter B. Wetherwax, biology
Ray J. Weldon, earth sciences
W. Ed Whitelaw, economics
A. Michelle Wood, biology
Mary C. Wood, law
Yizhao Yang, planning, public policy and management

- Bachelor of Arts in Environmental Studies
- Bachelor of Arts in Environmental Science
- Bachelor of Science in Environmental Studies
- Bachelor of Science in Environmental Science (p. 238)
- Minor in Environmental Studies

Undergraduate Studies

The program offers undergraduate instruction through two majors, leading to a bachelor of arts (BA) or a bachelor of science (BS) degree. A minor in environmental studies is also offered.

Both majors provide a broad, solid, interdisciplinary perspective on the relationship between humans and nature. Their goals are to develop awareness of environmental issues and to develop an understanding of the nature and scope of the forces underlying environmental problems, the various approaches used to bring environmental problems to the public's attention, and the methods and approaches used to solve these problems.

Majors gain an appreciation of the interdisciplinary nature of environmental studies, and they master content and skills associated with a number of different disciplines.

Majors and minors have considerable latitude in designing a course of study that combines theory and practice, invites active participation, and fits specific interests, needs, and aptitudes. The majors, which provide a well-rounded basic education, prepare students for entry-level positions in business, government, nongovernmental and nonprofit organizations, and for a variety of graduate and professional degree programs. Students are encouraged to take advantage of career planning services offered by the Career Center.

The environmental studies major focuses on social sciences, policy studies, the humanities, and sustainable design. It is designed for students who are interested in such areas as environmental policy, planning, ethics or philosophy, ecocriticism, ecofeminism, environmental justice, sustainable development, international environmental issues, or social theory and the environment.

The environmental science major is designed for students who want to focus on scientific careers in conservation biology, climate science, pollution prevention and abatement, or ecosystem protection, restoration, and management.

Students should plan their programs early in their undergraduate careers with the aid of an environmental studies academic advisor. Majors are urged to consider completing a second major or a minor in a related field. The program offers drop-in student advising in the main office.

Up-to-date information, major requirements sheets, and tip sheets are available in the program office and on the website.

Major Requirements

The environmental studies curriculum is designed to provide a solid foundation in the sciences, social sciences, and humanities; to build on these foundations in advanced course work in a variety of disciplines; to develop the skills necessary to study human-environment interactions; and to encourage participation in experiential learning activities that help students prepare for active participation in the work force and in local and global communities. Students should have a strong foundation in written and verbal skills.

Courses applied to the major, except environmental studies courses numbered 401 through 409, must be taken for letter grades and passed with grades of C- or better. As many as four upper-division courses may be used to fulfill requirements of another major. At least 24 credits must be taken at the University of Oregon.

Bachelor of Arts in Environmental Studies

Upper-division credit may be earned through course work or through a combination of course work and an honors thesis. Major requirements sheets containing detailed information about specific courses that meet the major requirements are available on the program website (http://envs.uoregon.edu/undergrad/envsfocus), in the program office, or from an environmental studies advisor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 201</td>
<td>Introduction to Environmental Studies: Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 202</td>
<td>Introduction to Environmental Studies: Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Introduction to Environmental Studies: Humanities</td>
<td>4</td>
</tr>
</tbody>
</table>

Lower-Division Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
<td>College Algebra 1</td>
<td>4</td>
</tr>
</tbody>
</table>

Approved statistics course

Approved introductory sequence in natural science

Course from different natural science sequence or from the list of approved science courses

Upper-Division Natural Science Courses

Two upper-division natural science courses from the major requirements sheet

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 202</td>
<td>Introduction to Environmental Studies: Natural Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

Policy core course

Humanities core course

Design core course

Six additional courses: three from one of the above areas; three from another

Environmental Issues Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 411</td>
<td>Environmental Issues: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

or ENVS 425 Environmental Education Theory and Practice

or ENVS 427 Environmental and Ecological Monitoring

Practical Learning Experience

Choose from one of several approved practical learning experience options. These include internships, participation in the Environmental Leadership Program, research experiences with UO faculty members, honors thesis, courses at field stations, study abroad opportunities, or IE3 internships.

| Total Credits | 92 |

1 Recommended course; however, a university-level mathematics course numbered 100 or higher fulfills the requirement.
Bachelor of Science in Environmental Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 201</td>
<td>Introduction to Environmental Studies: Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 202</td>
<td>Introduction to Environmental Studies: Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Introduction to Environmental Studies: Humanities</td>
<td>4</td>
</tr>
</tbody>
</table>

Lower-Division Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 201</td>
<td>Introduction to Environmental Studies: Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 202</td>
<td>Introduction to Environmental Studies: Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Introduction to Environmental Studies: Humanities</td>
<td>4</td>
</tr>
</tbody>
</table>

Lower-Division Mathematics and Science Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
<td>College Algebra 1</td>
<td>4</td>
</tr>
<tr>
<td>MATH 246–247</td>
<td>Calculus for the Biological Sciences I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 251–252</td>
<td>Calculus I-II</td>
<td></td>
</tr>
</tbody>
</table>

Approved statistics course 4
Approved introductory sequence in natural science 12
Course from different natural science sequence or from the list of approved science courses 4

Upper-Division Natural Science Courses

Two upper-division natural science courses from the major requirements sheet 8

Upper-Division Social Science, Policy, Humanities, and Design Courses

Social science core course 4
Policy core course 4
Humanities core course 4
Design core course 4
Six additional courses: three from one of the above areas; three from another 24

Environmental Issues Course

ENVS 411 | Environmental Issues: [Topic] | 4       |
or ENVS 425 | Environmental Education Theory and Practice | |
or ENVS 427 | Environmental and Ecological Monitoring | |

Practical Learning Experience

Choose from one of several approved practical learning experience options. These include internships, participation in the Environmental Leadership Program, research experiences with UO faculty members, honors thesis, and courses at field stations. 4

Total Credits 112

Bachelor of Arts in Environmental Science

The major requires a minimum of 120 credits including 60 upper-division credits. Upper-division credits may be earned through course work or through a combination of course work and an honors thesis. Sample course plans are available on the program’s website. Major requirements sheets containing detailed information about specific courses that meet the major requirements are available in the program office, from an environmental science advisor, or on the program website (http://envs.uoregon.edu/undergrad/escifocus).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 201</td>
<td>Introduction to Environmental Studies: Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Introduction to Environmental Studies: Humanities</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics and Statistics Courses

MATH 246–247 | Calculus for the Biological Sciences I-II | 8       |
or MATH 251–252 | Calculus I-II | |

Approved statistics course 4
Approved course in analytical approaches 4

Lower-Division Introductory Science Sequences

Two introductory sequences in focal area 24
Up to three approved introductory courses in nonfocal area 1 12

Upper-Division Natural Science Courses

Six upper-division natural science courses in focal area (life sciences or earth and physical sciences) 24
At least two upper-division courses in nonfocal area 1 8

Upper-Division Social Science, Policy, Humanities, and Design Courses

Three courses from the areas of social science, policy, humanities, or design (no more than one course per area) 12

Environmental Issues Course

ENVS 411 | Environmental Issues: [Topic] | 4       |
or ENVS 425 | Environmental Education Theory and Practice | |
or ENVS 427 | Environmental and Ecological Monitoring | |

Practical Learning Experience

Choose from one of several approved practical learning experience options. These include internships, participation in the Environmental Leadership Program, research experiences with UO faculty members, honors thesis, and courses at field stations. 4

Total Credits 112

1 Five courses total are required for nonfocal area.
Six upper-division natural science courses in focal area (life sciences or earth and physical sciences) 24
At least two upper-division courses in nonfocal area \(^1\) 8

**Upper-Division Social Science, Policy, Humanities, and Design Courses**

Three courses from the areas of social science, policy, humanities, or design (no more than one course per area) 12

**Environmental Issues Course**

ENVS 411  Environmental Issues: [Topic] 4
or ENVS 425  Environmental Education Theory and Practice
or ENVS 427  Environmental and Ecological Monitoring

**Practical Learning Experience**

Choose from one of several approved practical learning experience options. These include internships, participation in the Environmental Leadership Program, research experiences with UO faculty members, honors thesis, and courses at field stations. 4

**Total Credits** 112

\(^1\) Five courses total are required for nonfocal area.

### Options for Majors

#### Environmental Leadership Program

Through the Environmental Leadership Program, students team up with local businesses, nonprofit organizations, and government agencies to work on environmental projects. Students learn professional research, writing, and presentation skills as they develop a network of professional relationships in the region. Participants make a two- or three-term commitment, for which they earn 8–12 upper-division credits. These credits satisfy upper-division requirements for the environmental studies and environmental science majors.

#### Internships

By offering academic credit for environmentally focused work experience, the internship program allows students to connect their academic studies with practical applications. Internship positions must involve significant work with an environmental focus. Potential internship sponsors include public interest nonprofits, government agencies, and private corporations. Students are expected to be self-motivated and arrange their own positions in their areas of particular interest. However, if a student needs assistance finding an appropriate position program, the internship coordinator can help identify potential opportunities. Students may take 18 credits of Field Studies: [Topic] (ENVS 196), Internship: [Topic] (ENVS 404), or both. To fulfill the practical learning experience requirement, students take 4 credits (which translates to 120 hours) of internship service.

#### Honors

Students who want to graduate with honors in environmental science or environmental studies must have a 3.30 overall grade point average (GPA) and a 3.50 GPA in courses required for the major. Honors candidates must also complete a research-based thesis or creative project under the direction of a faculty advisor. Students preparing to graduate with honors should notify their advisor no later than the first term of their senior year.

Honors students who are not enrolled in the Clark Honors College must earn 8 credits of Research: [Topic] (ENVS 401), Thesis (ENVS 403), or both in environmental studies or another appropriate department.

These credits must be distributed over at least two terms. Environmental science majors may substitute these credits for one upper-division natural science elective, environmental studies majors for one upper-division social science or humanities elective. This can also count for the practical learning experience requirement.

### Environmental Studies Minor

The interdisciplinary minor in environmental studies includes three lower-division courses and five upper-division elective courses for a minimum of 32 credits. Courses applied to the minor must be taken for letter grades and passed with grades of C– or better. At least 16 of the 40 credits must be taken at the University of Oregon. No more than 8 upper-division credits from the major may be applied to minor requirements. With the advisor’s consent, an environmental issues course and a practical learning experience may be substituted for one of the elective courses. Students may also submit a petition to their advisor to substitute one upper-division course for one of the required lower-division courses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 201</td>
<td>Introduction to Environmental Studies: Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 202</td>
<td>Introduction to Environmental Studies: Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Introduction to Environmental Studies: Humanities</td>
<td>4</td>
</tr>
</tbody>
</table>

**Advanced Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One upper-division natural science course from the major requirements sheet</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Four electives from areas of social science, policy, humanities or design</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 32

### Kindergarten through Secondary Teaching Careers

Students who complete a bachelor’s degree with a major in environmental studies or environmental science are eligible to apply for the College of Education’s fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department’s undergraduate advisor; see also the College of Education (p. 679) section in this catalog.

### Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Environmental Science (p. ___)
- Environmental Studies

### Bachelor of Arts in Environmental Science

**Course** | **Title** | **Credits** | **Milestones**
---|---|---|---
**First Year**
|  |  |  |
|  |  |  |
|  |  |  |
*Fall*
<p>| General-education course in arts and letters | 4 |
| CH 221 | General Chemistry I | 4 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First term of first-year second-language sequence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Second term of first-year second-language sequence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Introduction to Environmental Studies: Humanities</td>
<td>4</td>
</tr>
<tr>
<td>CH 223</td>
<td>General Chemistry III</td>
<td>4</td>
</tr>
<tr>
<td><strong>Third term of first-year second-language sequence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 251 or MATH 246</td>
<td>Calculus I or Calculus for the Biological Sciences I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

**Course**

**Second Year**

**Fall**

First term of second-year second-language sequence | 4 |

MATH 252 or MATH 247 | Calculus II or Calculus for the Biological Sciences II | 4 |

BI 211 | General Biology I: Cells | 4 |

General-education course in social science | 4 |

**Credits**

16

**Winter**

ENVS 201 | Introduction to Environmental Studies: Social Sciences | 4 |

BI 212 | General Biology II: Organisms | 4 |

MATH 425 | Statistical Methods I | 4 |

**Credits**

16

**Spring**

Third term of second-year second-language sequence | 4 |

WR 122 or WR 123 | College Composition II or College Composition III | 4 |

BI 213 | General Biology III: Populations | 4 |

GEOL 305 | Dinosaurs | 4 |

**Credits**

16

**Summer**

GEOL 201 | Earth's Interior Heat and Dynamics | 4 |

GEOL 202 | Earth Surface and Environmental Geology | 4 |

GEOL 203 | Evolution of the Earth | 4 |

**Credits**

12

**Total Credits**

60

**Fourth Year**

**Fall**

BI 380 | Evolution | 4 |

**Credits**

16

**Course**

**Title**

**Credits Milesstones**

**Third Year**

**Fall**

PHIL 340 | Environmental Philosophy | 4 |

BI 370 | Ecology | 5 |

General-education course in arts and letters | 4 |

Elective course | 4 |

**Credits**

17

**Winter**

ANTH 362 | Human Biological Variation | 4 |

BI 357 | Marine Biology | 4 |

Elective courses | 8 |

**Credits**

16

**Spring**

GEOG 341 | Population and Environment | 4 |

ENVS 335 | Allocating Scarce Environmental Resources | 4 |

Elective courses | 8 |

**Credits**

16

**Total Credits**

49

**Course**

**Title**

**Credits Milesstones**

**Fourth Year**

**Fall**

BI 380 | Evolution | 4 |
### Bachelor of Science in Environmental Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 201</td>
<td>Introduction to Environmental Studies: Social Sciences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course that also satisfies a international cultures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 123</td>
<td>College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Introduction to Environmental Studies: Humanities</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOG 201</td>
<td>World Regional Geography</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multicultural course in international cultures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOG 202</td>
<td>Geography of Europe</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BI 211</td>
<td>General Biology I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>III: Cells</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 330</td>
<td>Hunters and Gatherers</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Population and Environment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ANTH 330</td>
<td>Hunters and Gatherers</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Population and Environment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 361</td>
<td>Human Evolution</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ANTH 349</td>
<td>Origins of Art</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BI 212</td>
<td>General Biology I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENVS 345</td>
<td>Environmental Ethics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 48
### Spring
- **ANTH 462** Primate Evolution 4
- **ANTH 466** Primate Feeding and Nutrition 4
- **ARCH 430** Architectural Contexts: Place and Culture 4
- **MATH 243** Introduction to Methods of Probability and Statistics 4

**Credits**: 16  
**Total Credits**: 48

### Fourth Year

#### Fall
- **ENVS 404** Internship: [Topic] 4  
- **BI 306** Pollination Biology 4  
- Elective course 4  

**Credits**: 12

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>Pollination Biology</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Winter
- **ENVS 411** Environmental Issues: [Topic] (Top Conservation Areas) 4  
- **BI 307** Forest Biology 4  
- Elective course 4  

**Credits**: 12

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Issues: [Topic] (Top Conservation Areas)</td>
<td>4</td>
</tr>
<tr>
<td>Forest Biology</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
</tr>
</tbody>
</table>

### Bachelor of Arts in Environmental Studies

#### First Year

#### Fall
- **ENVS 201** Introduction to Environmental Studies: Social Sciences 4  
- **WR 121** College Composition I 4

**Credits**: 16  
**Total Credits**: 48

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Environmental Studies: Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>College Composition I</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Second Year

#### Fall
- **GEOL 201** Earth's Interior Heat and Dynamics 4  
- **SOC 312** Statistical Analysis in Sociology 4

**Credits**: 16  
**Total Credits**: 36

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth's Interior Heat and Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>Statistical Analysis in Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Winter
- **ENVS 202** Introduction to Environmental Studies: Natural Sciences 4  
- **WR 122** College Composition II 4

**Credits**: 16

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Environmental Studies: Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>College Composition II</td>
<td>4</td>
</tr>
</tbody>
</table>

### Credits

- Winter 16
- Second term of first-year second-language sequence 4
- General education group-satisfying course 4

**Credits**: 16  
**Total Credits**: 48

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Environmental Studies: Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>College Composition II</td>
<td>4</td>
</tr>
</tbody>
</table>
- Third term of first-year second-language sequence 4
- General education course that also satisfies international cultures multicultural requirement 4

**Credits**: 16

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third term of first-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td>General education course that also satisfies international cultures multicultural requirement</td>
<td>4</td>
</tr>
</tbody>
</table>

### Credits

- Spring 16
- First term of second-year second-language sequence 4
- Third term of first-year second-language sequence 4

**Credits**: 16  
**Total Credits**: 48

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td>Third term of first-year second-language sequence</td>
<td>4</td>
</tr>
</tbody>
</table>

### Credits

- Winter 16
- Second term of second-year second-language sequence 4
- General education group-satisfying course 4

**Credits**: 16

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td>General education group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>
### Bachelor of Science in Environmental Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 201</td>
<td>Introduction to Environmental Studies: Social Sciences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Multicultural course in international cultures</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 202</td>
<td>Introduction to Environmental Studies: Natural Sciences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

| **Fourth Year** | | | |
| **Fall** | | | |
| EC 432 | Economy of the Pacific Northwest | 4 | |
| INTL 425 | Global Food Security | 4 | |
### Environmental Studies Program

The Environmental Studies Program offers graduate study leading to the degrees of master of arts (MA) or master of science (MS) in environmental studies, and an interdisciplinary doctor of philosophy (PhD) degree in environmental sciences, studies, and policy.

Students choose courses offered in appropriate disciplines to design a course plan based on individual goals and backgrounds.

Some financial support for graduate students in the Environmental Studies Program is available through graduate teaching fellowships.

#### Course Title

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Introduction to Environmental Studies: Humanities</td>
<td>4</td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Multicultural course in identity, pluralism, and tolerance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 325</td>
<td>Literature of the Northwest</td>
<td>4</td>
</tr>
<tr>
<td>LA 390</td>
<td>Urban Farm</td>
<td>4</td>
</tr>
<tr>
<td>BI 307</td>
<td>Forest Biology</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 378</td>
<td>American Environmental History to 1890</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 467</td>
<td>Sustainable Agriculture</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 411</td>
<td>Environmental Issues: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 309</td>
<td>Global Justice</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 436</td>
<td>Theory of Urban Design I</td>
<td>3</td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 404</td>
<td>Internship: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

- Master of Arts
- Master of Science
- Doctor of Philosophy

### Graduate Studies

The Environmental Studies Program offers graduate study leading to the degrees of master of arts (MA) or master of science (MS) in environmental studies, and an interdisciplinary doctor of philosophy (PhD) degree in environmental sciences, studies, and policy.

Students choose courses offered in appropriate disciplines to design a course plan based on individual goals and backgrounds.

Some financial support for graduate students in the Environmental Studies Program is available through graduate teaching fellowships.
Support generally consists of a stipend, health insurance, and a tuition waiver.

Application instructions and materials are available on the program’s website.

Application Deadline
Applicants for admission to the master’s program must submit all necessary materials online by January 15. New students are accepted for fall term only.

Master of Arts Degree in Environmental Studies
The master of arts degree requires demonstrated proficiency in a second language.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental studies graduate core sequence 1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Concentration area course work 2</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Thesis or terminal project 3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

1 First year.
2 Graduate-level courses related to environmental studies in each of two 12-credit concentration areas.
3 Public defense or presentation required.

Master of Science Degree in Environmental Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental studies graduate core sequence 1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Concentration area course work 2</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Thesis or terminal project 3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

1 First year.
2 Graduate-level courses related to environmental studies in each of two 12-credit concentration areas.
3 Public defense or presentation required.

Concurrent Master’s Degrees Programs
Environmental studies students may obtain concurrent degrees in other disciplines. Applicants must apply separately to each program. For more information, contact the program office.

Doctor of Philosophy Degree in Environmental Sciences, Studies, and Policy
The interdisciplinary PhD degree is offered by the Environmental Studies Program under the umbrella of the Joint-Campus Graduate Program in Environmental Sciences, Studies, and Policy, established by Oregon State University, Portland State University, and the University of Oregon.

The environmental sciences, studies, and policy program takes four or more years of study after earning the master’s degree.

Admissions Procedure
Admission to the PhD program must be granted by the Environmental Studies Program and approved by the focal department—another University of Oregon academic unit, chosen by the applicant, that offers a PhD degree. Applications are reviewed independently by the admissions committee in the Environmental Studies Program and in the focal department. Both committees must approve the application before the applicant can be accepted into the program. The online application must be completed and submitted by December 1 for the following fall admission.

Doctor of Philosophy Degree Requirements

<table>
<thead>
<tr>
<th>Focal department course work 1</th>
<th>NaN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental studies course work 2</td>
<td>32</td>
</tr>
<tr>
<td>Focal department assessment of competence 3</td>
<td>18</td>
</tr>
<tr>
<td>Interdisciplinary assessment of competence 3</td>
<td></td>
</tr>
<tr>
<td>ENVS 603 Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

1 Completion of graduate course work as established by the focal department, which includes basic graduate-level proficiency in research methods appropriate to the designated focal discipline.
2 Courses taken in departments or programs outside the focal department. First-year students participate in a sequence of courses required of all incoming environmental studies graduate students.
3 The term “assessment of competence” is used in lieu of “comprehensive examination” in recognition of the different ways in which departments engage in such assessments.

PhD students must satisfy breadth and concentration requirements established by the Environmental Studies Program and the focal department. Working with an advisory committee, each student customizes a plan of action for completion of the degree.

Requirements may vary depending on the chosen focal department. In addition to the course work, candidates are required to complete and defend a written dissertation and receive approval of the dissertation by a committee chosen in accordance with Graduate School regulations. The committee must have at least five members. The chair and two additional members must be from the focal department. At least three members of the committee must be participants in the Environmental Studies Program.

Graduate Courses
Graduate students typically choose courses that contribute to their individual environmental focus from the Departments of Anthropology; Architecture; Biology; Chemistry and Biochemistry; Earth Sciences; Economics; English; Geography; History; Landscape Architecture; Philosophy; Physics; Planning, Public Policy and Management; Political Science; Psychology; and Sociology; from the International Studies Program; from the School of Law; and others. Consult the individual department listings in this catalog for course descriptions.

Courses

ENVS 196. Field Studies: [Topic]. 1-5 Credits.
Repeatable.

ENVS 198. Laboratory Projects: [Topic]. 1-2 Credits.
Repeatable.

ENVS 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
ENVS 201. Introduction to Environmental Studies: Social Sciences. 4 Credits.
Contributions of the social sciences to analysis of environmental problems. Topics include human population, the relationship between social institutions and environmental problems, and appropriate political, policy, and economic processes.

ENVS 202. Introduction to Environmental Studies: Natural Sciences. 4 Credits.
Contributions of the natural sciences to analysis of environmental problems. Topics include biological processes, ecological principles, chemical cycling, ecosystem characteristics, and natural system vulnerability and recovery.

ENVS 203. Introduction to Environmental Studies: Humanities. 4 Credits.
Contributions of the humanities and arts to understandings of the environment. Emphasis on diverse ways of thinking, writing, creating, and engaging in environmental discourse.

ENVS 225. Introduction to Food Studies. 4 Credits.
An exploration of the field of “food studies” and examination of the role of food in historical and contemporary life in the US and around the world.

ENVS 298. Temporary Group-Satisfying Course. 4 Credits.

ENVS 335. Allocating Scarce Environmental Resources. 4 Credits.
Considerations for the design of environmental and natural resources policies and regulations: balancing society's preferences and the costs of environmental protection and resource conservation. Prereq: MATH 105 or higher.

ENVS 345. Environmental Ethics. 4 Credits.
Key concepts and various moral views surveyed; includes anthropocentrism, individualism, ecocentrism, deep ecology, and ecofeminism. Exploration includes case studies and theory.

ENVS 350. Ecological Footprint of Energy Generation. 4 Credits.
Detailed study of the ecological consequences of all forms of energy generation including fossil fuels and alternative energy sources. Open to environmental science, environmental studies, and planning, public policy and management majors only. Prereq: ENVS 201, MATH 112.

ENVS 375. Oregon Seminar. 4 Credits.
Students broaden and deepen their understanding of the materials presented in three linked courses: BI 372 Field Biology, GEOL 308 Geology of Oregon and the Pacific Northwest, and HIST 473 American Environmental History: [Topic]. Offered alternate years. Prereq: junior or senior standing.

ENVS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ENVS 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

ENVS 401. Research: [Topic]. 1-12 Credits.
Repeatable.

ENVS 403. Thesis. 1-8 Credits.
Repeatable.

ENVS 404. Internship: [Topic]. 1-12 Credits.
Repeatable. Prereq: Instructor's approval.

ENVS 405. Reading and Conference: [Topic]. 1-18 Credits.
Repeatable.

ENVS 406. Field Studies: [Topic]. 1-12 Credits.
Repeatable.

ENVS 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ENVS 408. Workshop: [Topic]. 1-8 Credits.
Repeatable.

ENVS 409. Practicum: [Topic]. 1-12 Credits.
Repeatable.

ENVS 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ENVS 411. Environmental Issues: [Topic]. 4 Credits.
In depth examination of a particular environmental topic such as global warming, ecosystem restoration, energy alternatives, geothermal development, public lands management, or environmental literature. Repeatable twice when topic changes for maximum of 12 credits. Prereq: junior or senior standing.

ENVS 425. Environmental Education Theory and Practice. 4 Credits.
Learning theories, environmental literacy, and the planning, implementation, and evaluation of environmental education programs. Development of teaching materials in collaboration with a community partner for group project. Prereq: instructor's approval.

ENVS 427. Environmental and Ecological Monitoring. 4 Credits.
Theory, design, and practice of monitoring sampling mapping, field techniques, data collection, management, analysis and presentation methods, local case studies.

ENVS 429. Environmental Leadership: [Topic]. 1-4 Credits.
Partnering with governmental agencies, nonprofit organizations, public schools and local businesses, students develop service learning projects. Repeatable when topic changes. Prereq: instructor's approval.

ENVS 435. Environmental Justice. 4 Credits.
Environmental justice and its impact on current decisions. Focus on civil rights law, perception of risk, and relation of sustainability and equity. Prereq: ENVS 201.

ENVS 450. Political Ecology. 4 Credits.
Examines how social relations and economic, social, and cultural control of natural resources shape human interactions with the environment. Theory and case studies. Prereq: ENVS 201.

ENVS 455. Sustainability. 4 Credits.
Examines the evolution of the concept of sustainability and its complex and sometimes problematic uses among scholars, policymakers, environmentalists, and businesses. Pre- or coreq: ENVS 201; junior or senior standing.

ENVS 465. Wetland Ecology and Management. 4 Credits.
Examines management, law, and policies related to wetlands in an ecological framework; includes wetland type definitions, classification, distribution, formation and development, and restoration. Prereq: BI 307 or BI 370 or GEOG 360.

ENVS 467. Sustainable Agriculture. 4 Credits.
Examines sustainability issues in agricultural production and current food systems. Focuses on environmental aspects of seed, water, soil, energy, and pest management. Prereq: ENVS 201 or 202.
ENVS 477. Soil Science. 4 Credits.
Chemical and physical characteristics and classification of soils, field soil
identification, soil degradation.
Prereq: CH 111 or 221 or 224H.
ENVS 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.
ENVS 503. Thesis. 1-16 Credits.
Repeatable.
ENVS 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.
ENVS 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.
ENVS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
ENVS 511. Environmental Issues: [Topic]. 4 Credits.
In-depth examination of a particular environmental topic such as global
warming, ecosystem restoration, energy alternatives, geothermal
development, public lands management, or environmental literature.
Repeatable twice when topic changes for maximum of 12 credits.
ENVS 525. Environmental Education Theory and Practice. 4 Credits.
Learning theories, environmental literacy, and the planning,
implementation, and evaluation of environmental education programs.
Development of teaching materials in collaboration with a community
partner for group project.
ENVS 535. Environmental Justice. 4 Credits.
Environmental justice and its impact on current decisions. Focus on civil
rights law, perception of risk, and relation of sustainability and equity.
ENVS 550. Political Ecology. 4 Credits.
Examines how social relations and economic, social, and cultural control
of natural resources shape human interactions with the environment.
Theory and case studies.
ENVS 555. Sustainability. 4 Credits.
Examines the evolution of the concept of sustainability and its complex
and sometimes problematic uses among scholars, policymakers,
environmentalists, and businesses.
ENVS 565. Wetland Ecology and Management. 4 Credits.
Examines management, law, and policies related to wetlands in an
ecological framework; includes wetland type definitions, classification,
distribution, formation and development, and restoration.
ENVS 567. Sustainable Agriculture. 4 Credits.
Examines sustainability issues in agricultural production and current food
systems. Focuses on environmental aspects of seed, water, soil, energy,
and pest management.
ENVS 577. Soil Science. 4 Credits.
Chemical and physical characteristics and classification of soils, field soil
identification, soil degradation.
ENVS 601. Research: [Topic]. 1-16 Credits.
Repeatable.
ENVS 602. Supervised College Teaching. 1-5 Credits.
Repeatable.
ENVS 603. Dissertation. 1-16 Credits.
Repeatable.
ENVS 604. Internship: [Topic]. 1-5 Credits.
Repeatable for maximum of 10 credits.
ENVS 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.
ENVS 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.
ENVS 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.
ENVS 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.
ENVS 609. Terminal Project. 1-16 Credits.
Repeatable.
ENVS 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. A recent topic is Interdisciplinary Capstone Project.
ENVS 631. Environmental Studies Theory and Practice. 4 Credits.
Introduction to various disciplinary perspectives that contribute to
environmental studies, including their research methods, vocabularies,
and core concepts.
ENVS 632. Environmental Studies Research Methodology. 2 Credits.
Identifying a clear and concise research problem, developing
methodology to address that problem, and the process of developing a
thorough knowledge of relevant literature.
ENVS 633. Environmental Studies Thesis Development. 3 Credits.
Interdisciplinary readings in environmental studies focused on topics
chosen by each student in consultation with instructor. Preparation for
presentations at the Joint Campus Conference.

Ethnic Studies

Daniel HoSang, Department Head
541-346-0900
541-346-0904 fax
104 Alder Building
5268 University of Oregon
Eugene, Oregon 97403-5268

Ethnic studies examines the construction and context of race and
ethnicity in the United States, highlighting the histories, experiences,
and movements of people of color in the Americas. As an element of
American identity that cuts across disciplinary categories, race and
ethnicity require a mode of study that draws on the humanities and the
social sciences as well as interdisciplinary sources such as cultural
studies.

Ethnic studies scholars investigate race and racism, historical and
contemporary manifestations of white supremacy and domination,
analyzing how such systems of domination have created, and continue
to create, social injustice. While the social construction of race in the
United States is at the center of traditional ethnic studies, it is impossible
to discuss racial dynamics without also paying significant attention to
issues of gender, class, and sexuality, in addition to studies of indigenous
communities, immigration, transnational migration, and the diasporic
formations resulting from the slave trade, indentured labor, colonialism,
postcolonialism, imperialism, and globalization.

Ethnic studies courses that satisfy university general-education
requirements are listed under Group Requirements and Multicultural
Requirement in the Bachelor's Degree Requirements section of this
catalog.
Faculty


Sharon Luk, assistant professor (Asian American literature). See English.


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

Participating

Oluwakemi Balogun, women's, gender, and sexuality studies
Kirby Brown, English
Tara Fickle, English
Michelle Jacob, education studies
Loren Kajikawa, music
Ana Lara, anthropology
Joseph E. Lowndes, political science
Michael Malek Najjar, theater arts
Edward Olivos, education studies
Jeffrey Ostler, history
Priscilla P. Ovalle, English
Shoniqua Roach, women's, gender, and sexuality studies
Gerardo Sandoval, planning, public policy and management
Lynn Stephen, anthropology
Courtney Thorsson, English
Jessica M. Vasquez, sociology
David J. Vazquez, English
Sarah Wald, environmental studies
Julie Weise, history
Priscilla Yamin, political science

Undergraduate Studies

Students may earn a major or minor in ethnic studies. A secondary goal of the program is to encourage student awareness of the ethnic and culture-based dimensions and applications of other major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and international studies—to name only a few—find that related ethnic studies courses can enrich their academic programs.

Upper-division courses with related subject matter offered in other departments may be included in an ethnic studies major or minor program by arrangement with a course's instructor and the department head.

Specific details and course approvals must be obtained from the Department of Ethnic Studies.

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 101</td>
<td>Introduction to Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ES 250</td>
<td>Introduction to African American Studies</td>
<td></td>
</tr>
<tr>
<td>ES 252</td>
<td>Introduction to Asian American Studies</td>
<td></td>
</tr>
<tr>
<td>ES 254</td>
<td>Introduction to Chicano and Latino Studies</td>
<td></td>
</tr>
<tr>
<td>ES 256</td>
<td>Introduction to Native American Studies</td>
<td>4</td>
</tr>
<tr>
<td>ES 258</td>
<td>Introduction to Pacific Islander Studies</td>
<td>4</td>
</tr>
<tr>
<td>Additional 100- or 200-level course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Six 300- or 400-level courses</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>ES 301</td>
<td>Theoretical Perspectives in Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td>ES 498</td>
<td>Interdisciplinary Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>ES 499</td>
<td>Ethnic Studies Proseminar</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 56
Bachelor of Science in Ethnic Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 101</td>
<td>Introduction to Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td>ES 250</td>
<td>Introduction to African American Studies</td>
<td>4</td>
</tr>
<tr>
<td>ES 252</td>
<td>Introduction to Asian American Studies</td>
<td></td>
</tr>
<tr>
<td>ES 254</td>
<td>Introduction to Chicano and Latino Studies</td>
<td></td>
</tr>
<tr>
<td>ES 256</td>
<td>Introduction to Native American Studies</td>
<td>4</td>
</tr>
<tr>
<td>ES 258</td>
<td>Introduction to Pacific Islander Studies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Additional 100- or 200-level course</td>
<td>4</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Six 300- or 400-level courses</td>
<td>24</td>
</tr>
<tr>
<td>ES 301</td>
<td>Theoretical Perspectives in Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td>ES 498</td>
<td>Interdisciplinary Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>ES 499</td>
<td>Ethnic Studies Proseminar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>56</td>
</tr>
</tbody>
</table>

Majors must construct their programs in consultation with an ethnic studies advisor. At least 24 of the required upper-division credits must be taken in residence at the University of Oregon. Courses applied to the major must be taken for letter grades and passed with grades of mid-C or better. Majors must maintain a grade point average of at least 2.00 in courses applied to the major. Students majoring in ethnic studies may apply credits in Research: [Topic] (ES 401) and Reading and Conference: [Topic] (ES 405) toward their degree only if completed with letter grades of mid-C or better. Practicum: [Topic] (ES 409) may be applied toward the major on a graded or pass/no pass basis.

Minor in Ethnic Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 101</td>
<td>Introduction to Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two 200-level courses with ES subject code</td>
<td>8</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four approved courses, including two with ES subject code</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>28</td>
</tr>
</tbody>
</table>

Upper-division courses must be taken in residence at the University of Oregon. The minor program must be planned in consultation with an ethnic studies advisor at least two terms before graduation. Courses applied to the minor must be taken for letter grades and passed with grades of mid-C or better. Students minoring in ethnic studies may apply credits in Research: [Topic] (ES 401) and Reading and Conference: [Topic] (ES 405) only if completed with letter grades of mid-C or better. Practicum: [Topic] (ES 409) may be applied toward the minor on a graded or pass/no pass basis.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Ethnic Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 101</td>
<td>Introduction to Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 250</td>
<td>Introduction to African American Studies</td>
<td></td>
</tr>
<tr>
<td>ES 252</td>
<td>Introduction to Asian American Studies</td>
<td></td>
</tr>
<tr>
<td>ES 254</td>
<td>Introduction to Chicano and Latino Studies</td>
<td></td>
</tr>
<tr>
<td>ES 256</td>
<td>Introduction to Native American Studies</td>
<td>4</td>
</tr>
<tr>
<td>ES 258</td>
<td>Introduction to Pacific Islander Studies</td>
<td>4</td>
</tr>
<tr>
<td>Additional 100- or 200-level course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six 300- or 400-level courses</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>ES 301</td>
<td>Theoretical Perspectives in Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td>ES 498</td>
<td>Interdisciplinary Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>ES 499</td>
<td>Ethnic Studies Proseminar</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td>56</td>
<td></td>
</tr>
</tbody>
</table>

Majors must construct their programs in consultation with an ethnic studies advisor. At least 24 of the required upper-division credits must be taken in residence at the University of Oregon. Courses applied to the major must be taken for letter grades and passed with grades of mid-C or better. Majors must maintain a grade point average of at least 2.00 in courses applied to the major. Students majoring in ethnic studies may apply credits in Research: [Topic] (ES 401) and Reading and Conference: [Topic] (ES 405) toward their degree only if completed with letter grades of mid-C or better. Practicum: [Topic] (ES 409) may be applied toward the major on a graded or pass/no pass basis.

Minor in Ethnic Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 101</td>
<td>Introduction to Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two 200-level courses with ES subject code</td>
<td>8</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four approved courses, including two with ES subject code</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Upper-division courses must be taken in residence at the University of Oregon. The minor program must be planned in consultation with an ethnic studies advisor at least two terms before graduation. Courses applied to the minor must be taken for letter grades and passed with grades of mid-C or better. Students minoring in ethnic studies may apply credits in Research: [Topic] (ES 401) and Reading and Conference: [Topic] (ES 405) only if completed with letter grades of mid-C or better. Practicum: [Topic] (ES 409) may be applied toward the minor on a graded or pass/no pass basis.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Upper-division ES course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
<tr>
<td>Winter</td>
<td>Upper-division ES course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
<tr>
<td>Spring</td>
<td>Upper-division ES course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Upper-division ES course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>ES 498</td>
<td>4</td>
<td>Interdisciplinary Research Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Upper Division ES requirement, must be completed this term</td>
</tr>
<tr>
<td></td>
<td>Three elective courses</td>
<td>12</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ES 301</td>
<td>4</td>
<td>Upper Division ES requirement; suggested Year 3, Fall term completion</td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Science in Ethnic Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 101</td>
<td>Introduction to Ethnic Studies</td>
<td>4</td>
<td>Required. Suggested completion prior to other ES courses. Counts as a multicultural course (American cultures) and as a social science general-education course.</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>Mathematics course</td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td></td>
<td>Elective course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 250</td>
<td>Introduction to African American Studies</td>
<td>4</td>
<td>Lower-division ES course. Counts as a multicultural course (American cultures) and as a social science general-education course.</td>
</tr>
<tr>
<td>or ES 252</td>
<td>or Introduction to Asian American Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or ES 254</td>
<td>or Introduction to Chicano and Latino Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or ES 256</td>
<td>or Introduction to Native American Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or ES 258</td>
<td>or Introduction to Pacific Islander Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division ES course</td>
<td>4</td>
<td>Multicultural course</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>4</td>
<td>Elective course</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division ES course</td>
<td>4</td>
<td>Multicultural course</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>4</td>
<td>Elective course</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division ES course</td>
<td>4</td>
<td>General-education course in social science</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td>May satisfy minor degree requirements, if applicable.</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ES 301 Theoretical Perspectives in Ethnic Studies</td>
<td>4</td>
<td>Upper Division ES requirement; suggested Year 3, Fall term completion</td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>ES 498 Interdisciplinary Research Methods</td>
<td>4</td>
<td>Upper Division ES requirement, must be completed this term</td>
</tr>
<tr>
<td></td>
<td>Three elective courses</td>
<td>12</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ES 499 Ethnic Studies Proseminar</td>
<td>4</td>
<td>Upper Division ES requirement, must be completed this term</td>
</tr>
<tr>
<td></td>
<td>Three elective courses</td>
<td>12</td>
<td>May satisfy minor degree requirements, if applicable.</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
<td></td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ES 100. Temporary Group-Satisfying Course.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ES 101. Introduction to Ethnic Studies.</td>
<td>4</td>
<td>Multidisciplinary study focuses on Americans of African, Asian, Latino,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and Native American descent. Topics include group identity, language in</td>
</tr>
<tr>
<td></td>
<td>ES 196. Field Studies: [Topic].</td>
<td>1-5</td>
<td>society and culture, forms of resistance, migration, and social oppression.</td>
</tr>
<tr>
<td></td>
<td>ES 199. Special Studies: [Topic].</td>
<td>1-5</td>
<td>Repeatable.</td>
</tr>
<tr>
<td></td>
<td>ES 250. Introduction to African American Studies.</td>
<td>4</td>
<td>Focuses on historical, cultural, and social issues in African America and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>surveys scholarship in African American studies.</td>
</tr>
<tr>
<td></td>
<td>ES 252. Introduction to Asian American Studies.</td>
<td>4</td>
<td>Focuses on historical, cultural, and social issues in Asian America and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>surveys scholarship in Asian American studies.</td>
</tr>
<tr>
<td></td>
<td>ES 254. Introduction to Chicano and Latino Studies.</td>
<td>4</td>
<td>Focuses on historical, social, and cultural issues in Chicano and Latino</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>communities and surveys scholarship in Chicano and Latino studies.</td>
</tr>
<tr>
<td></td>
<td>ES 256. Introduction to Native American Studies.</td>
<td>4</td>
<td>Focuses on historical, social, and cultural issues in Native America and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>surveys scholarship in Native American studies.</td>
</tr>
<tr>
<td></td>
<td>ES 258. Introduction to Pacific Islander Studies.</td>
<td>4</td>
<td>Focuses on historical, social, and cultural issues in Pacific Islander</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>communities and surveys scholarship in Pacific Island Studies.</td>
</tr>
</tbody>
</table>
ES 301. Theoretical Perspectives in Ethnic Studies. 4 Credits.
Introduction to contemporary theoretical frameworks in the discipline of ethnic studies. Offered fall term only.
Prereq: ES 101; one from ES 250, 252, 254, or 256.

ES 310. Race and Popular Culture: [Topic]. 4 Credits.
Examines the interface between race and popular culture, surveying the historical development, political significance, and social influence of popular culture in the United States. Repeatable four times for a maximum of 20 credits when topic changes. Offered alternate years.

ES 330. Women of Color: Issues and Concerns. 4 Credits.
Contemporary social issues and feminism among women of color in the United States.
Prereq: ES 101 recommended.

ES 345M. Music, Politics, and Race. 4 Credits.
Examines a variety of musical forms and their relationship to histories of racial and social justice, inequality, and political movements. Offered alternate years. Multilisted with MUS 345M.

ES 350. Native Americans and the Environment. 4 Credits.
Critical issues in Native American environmentalism.

ES 352. Social Equity and Criminal Justice. 4 Credits.
Critical issues related to police, prisons, criminal justice, and racial and gender inequalities.

ES 370. Race, Ethnicity, and Cinema: [Topic]. 4 Credits.
Examines the history and politics of race, ethnicity, and indigenuousness in relation to film, including questions of production, distribution, and reception in the United States. Repeatable four times for a maximum of 20 credits when topic changes. Offered alternate years.

ES 399. Special Studies: [Topic]. 1-5 Credits.
Recent topics include Caribbean Migrations; Asian American Women; Critical Whiteness Studies; Native Americans and Film; Asian Diasporas; Race and Resistance in United States History.

ES 401. Research: [Topic]. 1-21 Credits.
Repeatable.
Prereq: majors or minors only.

ES 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

ES 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.
Prereq: majors or minors only.

ES 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ES 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.
Prereq: majors or minors only.

ES 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ES 440. Race, Literature, and Culture: [Topic]. 4 Credits.
Examines race, literature, and culture from an interdisciplinary perspective. Repeatable four times for a maximum of 20 credits when topic changes. Offered alternate years.
Prereq: ES 101, 250, 252, 254, or 256 recommended.

ES 442. Caribbean Literature and Politics. 4 Credits.
Discusses how Caribbean diaspora literature employs themes of colonialism, sexuality, racism, migration, state violence, nationalism, and identity.

ES 445. Race and Incarceration. 4 Credits.
Introduces several key questions necessary for understanding the crisis of prisons and incarceration in the United States, with an emphasis on race, gender, and class.

ES 452. Race and Ethnicity and the Law: [Topic]. 4 Credits.
Addresses issues of social justice and the participation of Asian Americans, African Americans, Chicanos and Latinos, and Native Americans in the legal system. Repeatable when topic changes.

ES 456. History of Native American Education. 4 Credits.
Examines the historical conflict between traditional culture and knowledge transmission among Native Americans and the assimilationist educational system and practices of Euro-American culture. Offered alternative years.

ES 460. Race, Culture, Empire: [Topic]. 4 Credits.
Examines how racial discourses have informed United States domestic and foreign policy, with special attention on cultural representations of U.S. colonialism and imperialism. Repeatable four times for a maximum of 20 credits when topic changes. Offered alternate years.

ES 498. Interdisciplinary Research Methods. 4 Credits.
Prepares majors for independent research in ethnic studies. Examines interdisciplinary methods for research on race and ethnicity. Offered winter term only.
Prereq: completion of required courses for ethnic studies major, except ES 499; majors or minors only.

ES 499. Ethnic Studies Proseminar. 4 Credits.
Capstone seminar. Focuses on concluding work and experience in ethnic studies through independent research, preparation and presentation of research paper. Offered spring term only.
Prereq: ES 498; majors only.

ES 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ES 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ES 540. Race, Literature, and Culture: [Topic]. 4 Credits.
Examines race, literature, and culture from an interdisciplinary perspective. Repeatable four times for a maximum of 20 credits when topic changes. Offered alternate years.

ES 542. Caribbean Literature and Politics. 4 Credits.
Discusses how Caribbean diaspora literature employs themes of colonialism, sexuality, racism, migration, state violence, nationalism, and identity.

ES 550. Race and Incarceration. 4 Credits.
Introduces several key questions necessary for understanding the crisis of prisons and incarceration in the United States, with an emphasis on race, gender, and class.

ES 552. Race and Ethnicity and the Law: [Topic]. 4 Credits.
Addresses issues of social justice and the participation of Asian Americans, African Americans, Chicanos and Latinos, and Native Americans in the legal system. Repeatable when topic changes.

ES 556. History of Native American Education. 4 Credits.
Examines the historical conflict between traditional culture and knowledge transmission among Native Americans and the assimilationist educational system and practices of Euro-American culture. Offered alternative years.

ES 560. Race, Culture, Empire: [Topic]. 4 Credits.
Examines how racial discourses have informed United States domestic and foreign policy, with special attention on cultural representations of U.S. colonialism and imperialism. Repeatable four times for a maximum of 20 credits when topic changes. Offered alternate years.
European Studies

Nathalie Hester, Program Director
541-346-5051
541-346-5041 fax
175 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene, Oregon 97403-5206

European studies offers an interdisciplinary minor for undergraduates in any major or professional school discipline. The program is designed for students who seek to enhance work in the major with a broad and comparative knowledge of Europe. The minor designates a student’s special expertise in the subject as having acquired a knowledge of Europe beyond that of a single discipline or that concentrated on one country or part of Europe.

The program combines a small number of required core courses that address cross-national topics over a broad sweep of time. Elective courses, chosen by the student with the advice of a member of the European Studies Committee, ensure some diversity beyond the field of the student’s major.

European Studies Affiliated Faculty
Sonja Boos, German and Scandinavian
Cory Browning, Romance languages
Patricia Dewey Lambert, arts and administration
Alexander Dracobly, history
Evlyn Gould, Romance languages
D. Gantt Gurley, German and Scandinavian
Gina Herrmann, Romance languages
Nathalie Hester, Romance languages (chair)
Katya Hokanson, comparative literature
Martin Klebes, German and Scandinavian
Peter D. Laufer, journalism and communication
Jeffrey S. Librett, German and Scandinavian
Massimo Lollini, Romance languages
David M. Leubke, history
Scott R. Maier, journalism and communication
Fabienne Moore, Romance languages
Alexander B. Murphy, geography
Craig Parsons, political science
Jenifer Presto, comparative literature
F. Regina Psaki, Romance languages
Sergio Rigoletto, cinema studies, Romance languages
George J. Sheridan Jr., history
Michael Stern, German and Scandinavian
Matthias Vogel, German and Scandinavian

Undergraduate Studies

Minor in European Studies

The College of Arts and Sciences administers an undergraduate minor in European studies, overseen by the program committee.

To earn a minor, a student must complete 24 credits in addition to a paper or project on a European topic and two to three years of a European language other than English, as described below. Of the 24 credits of core and elective courses, a minimum of 16 credits must be upper division. Courses taken to fulfill the language requirement may not be used to fulfill the 24-credit requirement.

The courses that satisfy the minor are distributed as follows: two core courses, four elective courses, and two to three years of a European foreign language. Core and elective courses applied to the minor must be taken for letter grades and passed with grades of C– or better.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 202</td>
<td>Geography of Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 420</td>
<td>The Idea of Europe</td>
<td>4</td>
</tr>
<tr>
<td>or RL 407</td>
<td>Seminar: [Topic]</td>
<td></td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two humanities courses</td>
<td>8</td>
</tr>
<tr>
<td>Two social science courses</td>
<td>8</td>
</tr>
</tbody>
</table>

Foreign Language Requirement

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two to three years of a European foreign language</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 24

1  At least three of the six courses taken to satisfy core and elective course requirements must be taken outside the student’s major. With the advisor’s approval, exceptions can be made for double majors and for certain interdisciplinary majors, especially international studies and humanities.

2  Four of the 8 credits must be at the upper-division level; 16 of the 24 credits of core and elective courses must be at the upper-division level.

3  Courses preapproved are listed on the program website. Substitutions may be made only with the approval of the student’s advisor. At least 4 credits of the humanities electives must be at the 400 level, and at least 4 credits of the social sciences electives must be at the 400 level.
Significant Paper or Project
A research paper on a topic appropriate to the student’s interests is the final requirement. For students majoring in disciplines such as music, theater, or the fine arts, a project that draws on these crafts may be substituted for the research paper. The paper or project requirement may be satisfied by work done in the student’s major, such as a seminar paper, as long as the content of the paper or project is focused primarily on Europe. The requirement may also be satisfied by a paper done for any of the courses listed below. Students who want to satisfy the requirement in this way must notify the instructor of their intention at the outset of the term so that the instructor can evaluate the paper with this intent in mind. The requirement may also be satisfied by a research paper done under the supervision of a professor in any field for 3 graded credits, such as a paper for Thesis (403). The instructor’s agreement to supervise must be obtained in advance, and the 403 subject code may be either in that instructor’s department or Thesis (EURO 403).

Courses
EURO 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.
EURO 403. Thesis. 1-9 Credits. Repeatable.
EURO 405. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.
EURO 407. Seminar: [Topic]. 1-6 Credits. Repeatable.
EURO 410. Experimental Course: [Topic]. 1-6 Credits. Repeatable.
EURO 415. European Union History. 4 Credits. History, institutions, and policy landmarks of European integration since the end of World War II. Introduction to documents and research on history of European communities.
EURO 515. European Union History. 4 Credits. History, institutions, and policy landmarks of European integration since the end of World War II. Introduction to documents and research on history of European communities.

Folklore
Philip W. Scher, Program Director

For BA students, at least three years of college study of a European language other than English is required. For BS students majoring in science, studying for a bachelor of architecture, or majoring in subjects outside the social sciences and humanities, two years of college-level study of a European language other than English is required.

Students seeking to qualify for a minor should, as early as possible, consult the program director, who will assign the student an advisor. Developing the plan for elective courses with the advisor’s help ensures that the courses selected satisfy the minor requirements.

No later than two terms before graduation, the student must notify the advisor of intent to graduate for verification of European studies course work and transcript evaluation. The student must also indicate the European studies minor on the application for graduation. Students must complete major requirements for an undergraduate degree in another department or school of the university.

The interdisciplinary Folklore Program offers perspectives on ethnic, regional, occupational, gender, and other traditional identities of individuals in specific societies and cultures. Students in the program study the extent to which traditions enrich and express the dynamics of human behavior throughout the world. Folklore courses examine the historical, cultural, social, political, and economic dimensions of such expressive forms as mythology, legend, folklore, art, music, dance, culinary practices, religion, ritual, and ceremony. Theoretical analyses, research methods, and fieldwork techniques are integral parts of the curriculum.

The Folklore Program offers bachelor of arts, master of arts, and master of science degrees in folklore. An undergraduate minor is also available. Folklore courses cover an extensive range of interdisciplinary topics: cultural heritage, ethnicity, subcultures, popular culture, performance, gender, film, religion, public folklore, and issues of diversity and globalization. Folklore graduates work in public and private agencies as educators, archivists, editors, arts and humanities consultants, museum curators, and festival planners.

Resources
Film and Folklore
A strength of the program is its emphasis on the use of film and video. Training is available in equipment use, fieldwork methodologies, and editing.

Folklore Archive
The Randall V. Mills Archive of Northwest Folklore is a research repository available to folklore scholars and students. It houses raw field data, student and faculty research projects, and audio-visual materials including more than 7,000 slides. Located in 453 Prince Lucien Campbell Hall, the archive is open to the public.

Faculty
Martha J. Bayless, professor (Britain, Welsh, Old and Middle English medieval literature and culture). See English.
Doug Blandy, professor (art and community service, art and special populations). See Arts and Administration.
Dianne M. Dugaw, professor (Britain, ballads and folk song, 18th-century literature). See English.
D. Gantt Gurley, assistant professor (Scandinavian literature and folklore, Jewish literature and folklore, Old Norse literature). See German and Scandinavian.
Habib Iddrisu, assistant professor (Africa, dance, performance). See Dance.
Loren Kajikawa, associate professor (ethnomusicology, popular music, Japan). See Music.
Dorothee Ostmeier, professor (18th- and 20th-century literature, culture, philosophy). See German and Scandinavian.
Riki H. Saltzman, instructor (public folklore, foodways, ethnicity-identity); executive director, Oregon Folklife Network.

Philip W. Scher, professor (Caribbean, politics of culture, transnationalism). See Anthropology.


Daniel N. Wojcik, professor (alternative religions, subcultures, vernacular arts). See English.


Participating

Ina Asim, history
Bob Bussel, Labor Education and Research Center
Carl R. Bybee, journalism and communication
Matthew Dennis, history
Patricia Dewey Lambert, arts and administration
Keith Eggener, history of art and architecture
Maria Fernanda Escallón, anthropology
Kingston Heath, historic preservation
Kenneth I. Helphand, landscape architecture
Lamia Karim, anthropology
Gabriela Martinez, journalism and communication
Debra L. Merskin, journalism and communication
Julianne H. Newton, journalism and communication
Jeffrey Ostler, history
Priscilla P. Ovalle, English
Gordon M. Sayre, English
Stephanie "Lani" Teves, ethnic studies, women's, gender, and sexuality studies
Stephanie Wood, College of Education
Stephen R. Wooten, international studies

- Bachelor of Arts
- Minor

Undergraduate Studies

Students studying folklore at the UO receive comprehensive training in scholarly approaches and methods for researching, documenting, and presenting traditional arts and cultural practices within the United States and abroad. Students majoring in folklore must earn a minimum of 48 credits, of which 32 must be upper division, and 20 of the 48 must be Folklore (FLR) credits.

Bachelor of Arts in Folklore

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 250</td>
<td>Introduction to Folklore</td>
<td>4</td>
</tr>
<tr>
<td>FLR 365</td>
<td>Folklore Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>Three courses from Expressive Forms and Practices list</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Three courses from Diverse Communities list</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Electives from Electives list</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>

1 Courses must be taught by faculty members of the Folklore Program.

Expressive Forms and Practices

Folklore

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 236</td>
<td>Magic in the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>FLR 320</td>
<td>Car Cultures</td>
<td>4</td>
</tr>
<tr>
<td>FLR 350</td>
<td>Folklore and the Bible</td>
<td>4</td>
</tr>
<tr>
<td>FLR 411</td>
<td>Folklore and Religion</td>
<td>4</td>
</tr>
<tr>
<td>FLR 413</td>
<td>Folk Art and Material Culture</td>
<td>4</td>
</tr>
<tr>
<td>FLR 415</td>
<td>Folklore and Foodways</td>
<td>4</td>
</tr>
<tr>
<td>FLR 483</td>
<td>Folklore and Mythology of the British Isles</td>
<td>4</td>
</tr>
<tr>
<td>FLR 485</td>
<td>Film and Folklore</td>
<td>4</td>
</tr>
<tr>
<td>FLR 491</td>
<td>Anglo-American Ballad and Folk Song</td>
<td>4</td>
</tr>
</tbody>
</table>

Anthropology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 365</td>
<td>Food and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 419</td>
<td>Performance, Politics, and Folklore</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 493</td>
<td>Anthropology and Popular Culture</td>
<td>4</td>
</tr>
</tbody>
</table>

Arts and Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 250</td>
<td>Art and Human Values</td>
<td>4</td>
</tr>
<tr>
<td>AAD 301</td>
<td>Understanding Arts and Creative Sectors</td>
<td>4</td>
</tr>
</tbody>
</table>

Dance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 301</td>
<td>African Dance Aesthetics</td>
<td>4</td>
</tr>
</tbody>
</table>

German and Scandinavian

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 356</td>
<td>German Fairy Tales</td>
<td>4</td>
</tr>
<tr>
<td>GER 407</td>
<td>Seminar: [Topic] (Magic, Uncanny, Surrealistic, and Fantastic Tales)</td>
<td>1-16</td>
</tr>
</tbody>
</table>

Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures</td>
<td>4</td>
</tr>
<tr>
<td>MUS 359</td>
<td>Music of the Americas</td>
<td>4</td>
</tr>
<tr>
<td>MUS 360</td>
<td>Hip-Hop Music: History, Culture, Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>MUS 365</td>
<td>Regional Ethnomusicology: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>MUS 451</td>
<td>Introduction to Ethnomusicology</td>
<td>4</td>
</tr>
<tr>
<td>MUS 452</td>
<td>Musical Instruments of the World</td>
<td>4</td>
</tr>
<tr>
<td>MUS 458</td>
<td>Celtic Music</td>
<td>4</td>
</tr>
</tbody>
</table>

Diverse Communities

Folklore

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 225</td>
<td>Voices of Africa</td>
<td>4</td>
</tr>
<tr>
<td>FLR 235</td>
<td>Folklore and the Supernatural</td>
<td>4</td>
</tr>
<tr>
<td>FLR 416</td>
<td>African Folklore</td>
<td>4</td>
</tr>
<tr>
<td>FLR 418</td>
<td>Folklore and Gender</td>
<td>4</td>
</tr>
</tbody>
</table>

Anthropology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 161</td>
<td>Introduction to Cultural Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 315</td>
<td>Gender, Folklore, Inequality</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ANTH 326</td>
<td>Caribbean Societies</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 429</td>
<td>Jewish Folklore and Ethnology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 430</td>
<td>Balkan Society and Folklore</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 439</td>
<td>Feminism and Ethnography</td>
<td>4</td>
</tr>
<tr>
<td>MUS 349</td>
<td>American Ethnic and Protest Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures</td>
<td>4</td>
</tr>
<tr>
<td>MUS 359</td>
<td>Music of the Americas</td>
<td>4</td>
</tr>
<tr>
<td>MUS 365</td>
<td>Regional Ethnomusicology: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>MUS 457</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MUS 460</td>
<td>Music and Gender</td>
<td>4</td>
</tr>
<tr>
<td>MUS 462</td>
<td>Popular Musics in the African Diaspora</td>
<td>4</td>
</tr>
<tr>
<td>WGS 321</td>
<td>Feminist Perspectives: Identity, Race, Culture</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

*Courses from the two lists above may count as electives if not fulfilling another requirement.*

**Folklore**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 199</td>
<td>Special Studies: [Topic] (Folklore and Sport)</td>
<td>4</td>
</tr>
<tr>
<td>FLR 245</td>
<td>Folklore and the Pacific Northwest</td>
<td>4</td>
</tr>
<tr>
<td>FLR 255</td>
<td>Folklore and United States Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>FLR 370</td>
<td>Folklore and Sexuality</td>
<td>4</td>
</tr>
<tr>
<td>FLR 401</td>
<td>Research: [Topic]</td>
<td>1-6</td>
</tr>
<tr>
<td>FLR 403</td>
<td>Thesis</td>
<td>1-6</td>
</tr>
<tr>
<td>FLR 404</td>
<td>Internship: [Topic]</td>
<td>1-8</td>
</tr>
<tr>
<td>FLR 405</td>
<td>Reading and Conference: [Topic]</td>
<td>1-6</td>
</tr>
<tr>
<td>FLR 406</td>
<td>Field Studies: [Topic]</td>
<td>1-6</td>
</tr>
<tr>
<td>FLR 408</td>
<td>Workshop: [Topic]</td>
<td>1-5</td>
</tr>
<tr>
<td>FLR 409</td>
<td>Practicum: [Topic]</td>
<td>1-6</td>
</tr>
<tr>
<td>FLR 414</td>
<td>Mythology and Modern Fantasy Fiction</td>
<td>4</td>
</tr>
</tbody>
</table>

**Anthropology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 114</td>
<td>Anthropology of Pirates and Piracy</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 119</td>
<td>Anthropology and Aliens</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 411</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ANTH 420</td>
<td>Culture, Illness, and Healing</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 450</td>
<td>The Anthropology Museum</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 493</td>
<td>Anthropology and Popular Culture</td>
<td>4</td>
</tr>
</tbody>
</table>

**Arts and Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 421</td>
<td>Cultural Programming</td>
<td>4</td>
</tr>
<tr>
<td>AAD 451</td>
<td>Community Cultural Development</td>
<td>4</td>
</tr>
<tr>
<td>AAD 462</td>
<td>Cultural Policy</td>
<td>4</td>
</tr>
</tbody>
</table>

**Scandinavian**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCAN 259</td>
<td>Vikings through the Icelandic Sagas</td>
<td>4</td>
</tr>
<tr>
<td>SCAN 325</td>
<td>Constructions versus Constrictions of Identity</td>
<td>4</td>
</tr>
</tbody>
</table>

Students may substitute courses to fulfill requirements with the approval of their major advisor. Programs from other departments or programs offering folklore-related courses include anthropology, arts and administration, classics, dance, English, ethnic studies, German and Scandinavian, historic preservation, humanities, international studies, journalism and communication, Judaic studies, music, religious studies, Romance languages, theater arts, and women’s, gender, and sexuality studies.

**Residency Requirement**

Twenty-eight credits of upper-division course work for the major must be completed at the University of Oregon.

**Advising**

Majors should construct their programs in consultation with an advisor from the core folklore faculty. At least two terms before graduation, students who want to apply for a folklore degree should consult the program director to obtain authorization and course work approval.

**Minimum Grade**

Course work required for the folklore major, both lower division and upper division, must be passed with grades of C– or better. No more than 8 pass/no pass credits may be applied to the major.

**Foreign Language Requirement**

Majors must complete the university foreign-language requirement for the BA degree.

**Minor in Folklore**

**Courses**

The folklore minor requires the completion of 24 credits. Introduction to Folklore (FLR 250) is required of all minors. Remaining courses are selected from the list of courses on the Folklore Program website. Students may substitute courses from other departments to fulfill this requirement with the approval of their minor advisor. Programs from other departments and programs offering folklore-related courses include anthropology, arts and administration, classics, dance, English, ethnic studies, German and Scandinavian, historic preservation, humanities, international studies, journalism and communication, Judaic studies, music, religious studies, Romance languages, theater arts, and women’s and gender studies.

**Residency Requirement**

Sixteen credits of course work for the minor must be completed at the University of Oregon.

**Advising**

Minors should construct their programs in consultation with an advisor from the core folklore faculty. At least two terms before graduation, students who want to apply for a folklore minor should consult the program director to obtain authorization and course work approval.

**Minimum Grade**

Course work required for the folklore minor, both lower division and upper division, must be passed with grades of C– or better. No more than 4 pass/no pass credits may be applied to the folklore minor.

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.
# Bachelor of Arts in Folklore

## First Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 250</td>
<td>Introduction to Folklore</td>
<td>4</td>
<td>Required for major arts and letters</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>Required for degree</td>
</tr>
<tr>
<td>ANTH 161</td>
<td>Introduction to Cultural Anthropology</td>
<td>4</td>
<td>General education course in social science</td>
</tr>
</tbody>
</table>

First term of first-year second-language sequence 4

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 365</td>
<td>Folklore Research Methods</td>
<td>4</td>
<td>Required for major</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td>Required for degree</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Western Civilization</td>
<td>4</td>
<td>General education course in social science</td>
</tr>
</tbody>
</table>

Second term of first-year second-language sequence 4

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 199</td>
<td>Special Studies: [Topic] (Folklore and Sports)</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>ANTH 163</td>
<td>Origins of Storytelling</td>
<td>4</td>
<td>Science requirement</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind and Brain</td>
<td>4</td>
<td>Science requirement</td>
</tr>
</tbody>
</table>

Third term of first-year second-language sequence 4

### Total Credits

48

## Second Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 235</td>
<td>Folklore and the Supernatural</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>FLR 255</td>
<td>Folklore and United States Popular Culture</td>
<td>4</td>
<td>Program-approved arts and letters course</td>
</tr>
<tr>
<td>GEOG 142</td>
<td>Human Geography</td>
<td>4</td>
<td>General education course in social science</td>
</tr>
</tbody>
</table>

First term of second-year second-language sequence 4

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 320</td>
<td>Car Cultures</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>ANTH 280</td>
<td>Introduction to Language and Culture</td>
<td>4</td>
<td>General education course in social science</td>
</tr>
<tr>
<td>ANTH 341</td>
<td>Food Origins</td>
<td>4</td>
<td>Science requirement</td>
</tr>
</tbody>
</table>

Second term of second-year second-language sequence 4

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 225</td>
<td>Voices of Africa</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>AAD 250</td>
<td>Art and Human Values</td>
<td>4</td>
<td>Program-approved arts and letters course</td>
</tr>
<tr>
<td>ENVS 345</td>
<td>Environmental Ethics</td>
<td>4</td>
<td>Group-satisfying arts and letters course (minimum GPA 3.00 target)</td>
</tr>
</tbody>
</table>

Third term of second-year second-language sequence 4

### Total Credits

48

## Third Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 370</td>
<td>Folklore and Sexuality</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>ANTH 365</td>
<td>Food and Culture</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>GEOG 361</td>
<td>Global Environmental Change</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
</tbody>
</table>

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 350</td>
<td>Folklore and the Bible</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>FLR 411</td>
<td>Folklore and Religion</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>ANTH 326</td>
<td>Caribbean Societies</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>MUS 360</td>
<td>Hip-Hop Music: History, Culture, Aesthetics</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 315</td>
<td>Gender, Folklore, Inequality</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
<tr>
<td>GER 356</td>
<td>German Fairy Tales</td>
<td>4</td>
<td>Program-approved course</td>
</tr>
</tbody>
</table>

### Total Credits

48
The University of Oregon

MUS 359 Music of the Americas 4
WGS 321 Feminist Perspectives: Identity, Race, Culture 4

Credits 16

Total Credits 48

Course Title Credits Milesstones

Fourth Year

Fall
FLR 413 Folk Art and Material Culture Program-approved course 4
FLR 415 Folklore and Foodways 4
FLR 485 Film and Folklore Program-approved course 4
MUS 458 Celtic Music Program-approved course 4

Credits 16

Winter
FLR 416 African Folklore Program-approved course; apply for graduation 4
AAD 451 Community Cultural Development 4
ANTH 420 Culture, Illness, and Healing Program-approved course 4
ANTH 429 Jewish Folklore and Ethnology 4

Credits 16

Spring
MUS 460 Music and Gender Program-approved course 4
FLR 418 Folklore and Gender Program-approved course 4
ANTH 439 Feminism and Ethnography Program-approved course 4
AAD 462 Cultural Policy Program-approved course 4

Credits 16

Total Credits 48

- Master of Arts: General Folklore
- Master of Arts: Public Folklore
- Master of Science: General Folklore
- Master of Science: Public Folklore

Graduate Studies

The master of arts (MA) or master of science (MS) degree in folklore is interdisciplinary. In consultation with an advising committee, students take designated courses from faculty members in anthropology, arts and administration, English, folklore, German and Scandinavian, and music in addition to elective courses that strengthen their areas of expertise. A public folklore track is available to students preparing for careers in the public sector. A thesis or terminal project is required for completion of the degree. Students working toward an MA degree must demonstrate competence in a second language.

The Department of English’s PhD program offers a structured emphasis in folklore. For more information, see the English section of this catalog.

Admission Requirements

1. An undergraduate GPA of at least 3.30 (B+)
2. A minimum score of 153 on the verbal section of the general test of the Graduate Record Examinations (GRE), and a score of 4 or better on the analytical writing section (GRE-AW)
3. For nonnative speakers: a minimum score of 575 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 88 on the Internet-based test

Application procedures are listed on the program website.

Master of Arts: General Folklore Track (63 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 681</td>
<td>History and Theory of Folklore Research</td>
<td>5</td>
</tr>
<tr>
<td>FLR 684</td>
<td>Folklore Fieldwork Seminar</td>
<td>5</td>
</tr>
</tbody>
</table>

Interdisciplinary Core Courses (2)

Folklore Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 507</td>
<td>Seminar: [Topic] (Video Production)</td>
<td></td>
</tr>
<tr>
<td>FLR 511</td>
<td>Folklore and Religion</td>
<td></td>
</tr>
<tr>
<td>FLR 513</td>
<td>Folk Art and Material Culture</td>
<td></td>
</tr>
<tr>
<td>FLR 514</td>
<td>Mythology and Modern Fantasy Fiction</td>
<td></td>
</tr>
<tr>
<td>FLR 515</td>
<td>Folklore and Foodways</td>
<td></td>
</tr>
<tr>
<td>FLR 516</td>
<td>African Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 518</td>
<td>Folklore and Gender</td>
<td></td>
</tr>
<tr>
<td>FLR 583</td>
<td>Folklore and Mythology of the British Isles</td>
<td></td>
</tr>
<tr>
<td>FLR 585</td>
<td>Film and Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 591</td>
<td>Anglo-American Ballad and Folk Song</td>
<td></td>
</tr>
</tbody>
</table>

Anthropology Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 511</td>
<td>Performance, Politics, and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 529</td>
<td>Jewish Folklore and Ethnology</td>
<td></td>
</tr>
<tr>
<td>ANTH 530</td>
<td>Balkan Society and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 539</td>
<td>Feminism and Ethnography</td>
<td></td>
</tr>
<tr>
<td>ANTH 593</td>
<td>Anthropology and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>ANTH 611</td>
<td>Ethnographic Research: Epistemology, Methods, Ethics</td>
<td></td>
</tr>
<tr>
<td>ANTH 683</td>
<td>Anthropological Linguistics</td>
<td></td>
</tr>
</tbody>
</table>

Arts and Administration Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 521</td>
<td>Cultural Programming</td>
<td></td>
</tr>
<tr>
<td>AAD 551</td>
<td>Community Cultural Development</td>
<td></td>
</tr>
<tr>
<td>AAD 562</td>
<td>Cultural Policy</td>
<td></td>
</tr>
</tbody>
</table>

German and Scandinavian Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 507</td>
<td>Seminar: [Topic] (Magic, Uncanny, Surrealistic and Fantastic Tales</td>
<td></td>
</tr>
</tbody>
</table>

- Master of Arts: General Folklore
- Master of Arts: Public Folklore
- Master of Science: General Folklore
- Master of Science: Public Folklore

Graduate Studies

The master of arts (MA) or master of science (MS) degree in folklore is interdisciplinary. In consultation with an advising committee, students take designated courses from faculty members in anthropology, arts and administration, English, folklore, German and Scandinavian, and music in addition to elective courses that strengthen their areas of expertise. A public folklore track is available to students preparing for careers in the public sector. A thesis or terminal project is required for completion of the degree. Students working toward an MA degree must demonstrate competence in a second language.

The Department of English’s PhD program offers a structured emphasis in folklore. For more information, see the English section of this catalog.

Admission Requirements

1. An undergraduate GPA of at least 3.30 (B+)
2. A minimum score of 153 on the verbal section of the general test of the Graduate Record Examinations (GRE), and a score of 4 or better on the analytical writing section (GRE-AW)
3. For nonnative speakers: a minimum score of 575 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 88 on the Internet-based test

Application procedures are listed on the program website.

Master of Arts: General Folklore Track (63 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 681</td>
<td>History and Theory of Folklore Research</td>
<td>5</td>
</tr>
<tr>
<td>FLR 684</td>
<td>Folklore Fieldwork Seminar</td>
<td>5</td>
</tr>
</tbody>
</table>

Interdisciplinary Core Courses (2)

Folklore Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 507</td>
<td>Seminar: [Topic] (Video Production)</td>
<td></td>
</tr>
<tr>
<td>FLR 511</td>
<td>Folklore and Religion</td>
<td></td>
</tr>
<tr>
<td>FLR 513</td>
<td>Folk Art and Material Culture</td>
<td></td>
</tr>
<tr>
<td>FLR 514</td>
<td>Mythology and Modern Fantasy Fiction</td>
<td></td>
</tr>
<tr>
<td>FLR 515</td>
<td>Folklore and Foodways</td>
<td></td>
</tr>
<tr>
<td>FLR 516</td>
<td>African Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 518</td>
<td>Folklore and Gender</td>
<td></td>
</tr>
<tr>
<td>FLR 583</td>
<td>Folklore and Mythology of the British Isles</td>
<td></td>
</tr>
<tr>
<td>FLR 585</td>
<td>Film and Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 591</td>
<td>Anglo-American Ballad and Folk Song</td>
<td></td>
</tr>
</tbody>
</table>

Anthropology Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 511</td>
<td>Performance, Politics, and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 529</td>
<td>Jewish Folklore and Ethnology</td>
<td></td>
</tr>
<tr>
<td>ANTH 530</td>
<td>Balkan Society and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 539</td>
<td>Feminism and Ethnography</td>
<td></td>
</tr>
<tr>
<td>ANTH 593</td>
<td>Anthropology and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>ANTH 611</td>
<td>Ethnographic Research: Epistemology, Methods, Ethics</td>
<td></td>
</tr>
<tr>
<td>ANTH 683</td>
<td>Anthropological Linguistics</td>
<td></td>
</tr>
</tbody>
</table>

Arts and Administration Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 521</td>
<td>Cultural Programming</td>
<td></td>
</tr>
<tr>
<td>AAD 551</td>
<td>Community Cultural Development</td>
<td></td>
</tr>
<tr>
<td>AAD 562</td>
<td>Cultural Policy</td>
<td></td>
</tr>
</tbody>
</table>

German and Scandinavian Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 507</td>
<td>Seminar: [Topic] (Magic, Uncanny, Surrealistic and Fantastic Tales</td>
<td></td>
</tr>
</tbody>
</table>
GER 625  Translations-Transformations (Fairy Tales on the Move)

Music Core Courses
- MUS 551  Introduction to Ethnomusicology
- MUS 552  Musical Instruments of the World
- MUS 557
- MUS 558  Celtic Music
- MUS 560
- MUS 562  Popular Musics in the African Diaspora

Electives  16
Select courses from the folklore core or outside that bolster areas of student expertise

Thesis or Terminal Project
- FLR 503  Thesis 3  9
or FLR 609  Terminal Project

1  Or other fieldwork course approved by advising committee.
2  12 of the 28 credits must be earned in folklore (FLR) courses.
3  Students complete a thesis or terminal project based on original research. The number of thesis or terminal project credits that a candidate may complete has no maximum, although only 9 credits count toward the degree.

Courses are chosen in consultation with the student's advising committee. Students may substitute courses not listed above to fulfill requirements with the approval of their advising committee.

Master of Science: General Folklore Track (63 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 681</td>
<td>History and Theory of Folklore Research</td>
<td>5</td>
</tr>
<tr>
<td>FLR 684</td>
<td>Folklore Fieldwork Seminar 1</td>
<td>5</td>
</tr>
</tbody>
</table>

Interdisciplinary Core Courses  28

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 507</td>
<td>Seminar: [Topic] (Video Production)</td>
<td></td>
</tr>
<tr>
<td>FLR 511</td>
<td>Folklore and Religion</td>
<td></td>
</tr>
<tr>
<td>FLR 513</td>
<td>Folk Art and Material Culture</td>
<td></td>
</tr>
<tr>
<td>FLR 514</td>
<td>Mythology and Modern Fantasy Fiction</td>
<td></td>
</tr>
<tr>
<td>FLR 515</td>
<td>Folklore and Foodways</td>
<td></td>
</tr>
<tr>
<td>FLR 516</td>
<td>African Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 518</td>
<td>Folklore and Gender</td>
<td></td>
</tr>
<tr>
<td>FLR 583</td>
<td>Folklore and Mythology of the British Isles</td>
<td></td>
</tr>
<tr>
<td>FLR 585</td>
<td>Film and Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 591</td>
<td>Anglo-American Ballad and Folk Song</td>
<td></td>
</tr>
</tbody>
</table>

Anthropology Core Courses
- ANTH 511
- ANTH 519  Performance, Politics, and Folklore
- ANTH 529  Jewish Folklore and Ethnology
- ANTH 530  Balkan Society and Folklore
- ANTH 539  Feminism and Ethnography
- ANTH 593  Anthropology and Popular Culture
- ANTH 611  Ethnographic Research: Epistemology, Methods, Ethics

Music Core Courses
- MUS 551  Introduction to Ethnomusicology
- MUS 552  Musical Instruments of the World
- MUS 557
- MUS 558  Celtic Music
- MUS 560
- MUS 562  Popular Musics in the African Diaspora

Electives  16
Select courses from the folklore core or outside that bolster areas of student expertise

Thesis or Terminal Project
- FLR 503  Thesis 3  9
or FLR 609  Terminal Project

1  Or other fieldwork course approved by advising committee.
2  12 of the 28 credits must be earned in folklore (FLR) courses.
3  Students complete a thesis or terminal project based on original research. The number of thesis or terminal project credits that a candidate may complete has no maximum, although only 9 credits count toward the degree.

Courses are chosen in consultation with the student's advising committee. Students may substitute courses not listed above to fulfill requirements with the approval of their advising committee.

Master of Arts: Public Folklore Track (63 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 550</td>
<td>Folklore in the Public Sector</td>
<td>4</td>
</tr>
<tr>
<td>FLR 681</td>
<td>History and Theory of Folklore Research</td>
<td>5</td>
</tr>
<tr>
<td>FLR 684</td>
<td>Folklore Fieldwork Seminar 1</td>
<td>5</td>
</tr>
<tr>
<td>AAD 521</td>
<td>Cultural Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

Interdisciplinary Core Courses
Select 20 credits from the following courses:  20

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 507</td>
<td>Seminar: [Topic] (Video Production)</td>
<td></td>
</tr>
<tr>
<td>FLR 511</td>
<td>Folklore and Religion</td>
<td></td>
</tr>
<tr>
<td>FLR 513</td>
<td>Folk Art and Material Culture</td>
<td></td>
</tr>
<tr>
<td>FLR 514</td>
<td>Mythology and Modern Fantasy Fiction</td>
<td></td>
</tr>
<tr>
<td>FLR 515</td>
<td>Folklore and Foodways</td>
<td></td>
</tr>
<tr>
<td>FLR 516</td>
<td>African Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 518</td>
<td>Folklore and Gender</td>
<td></td>
</tr>
<tr>
<td>FLR 583</td>
<td>Folklore and Mythology of the British Isles</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>FLR 585</td>
<td>Film and Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 591</td>
<td>Anglo-American Ballad and Folk Song</td>
<td></td>
</tr>
</tbody>
</table>

**Anthropology Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 511</td>
<td>Performance, Politics, and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 529</td>
<td>Jewish Folklore and Ethnology</td>
<td></td>
</tr>
<tr>
<td>ANTH 530</td>
<td>Balkan Society and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 539</td>
<td>Feminism and Ethnography</td>
<td></td>
</tr>
<tr>
<td>ANTH 593</td>
<td>Anthropology and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>ANTH 611</td>
<td>Ethnographic Research: Epistemology, Methods, Ethics</td>
<td></td>
</tr>
<tr>
<td>ANTH 683</td>
<td>Anthropological Linguistics</td>
<td></td>
</tr>
</tbody>
</table>

**Arts and Administration Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 562</td>
<td>Cultural Policy</td>
<td></td>
</tr>
</tbody>
</table>

**German and Scandinavian Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 507</td>
<td>Seminar: [Topic] (Magic, Uncanny, Surrealistic, and Fantastic Tales )</td>
<td></td>
</tr>
<tr>
<td>GER 625</td>
<td>Translations-Transformations (Fairy Tales on the Move)</td>
<td></td>
</tr>
</tbody>
</table>

**Music Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 551</td>
<td>Introduction to Ethnomusicology</td>
<td></td>
</tr>
<tr>
<td>MUS 552</td>
<td>Musical Instruments of the World</td>
<td></td>
</tr>
<tr>
<td>MUS 557</td>
<td>Celtic Music</td>
<td></td>
</tr>
<tr>
<td>MUS 560</td>
<td>Popular Musics in the African Diaspora</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

12 credits

Select courses from the folklore core or outside that bolster specialization areas

**Internship**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 604</td>
<td>Internship: [Topic]</td>
<td></td>
</tr>
</tbody>
</table>

**Thesis or Terminal Project**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 503</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>or FLR 609</td>
<td>Terminal Project</td>
<td></td>
</tr>
</tbody>
</table>

1 Or other fieldwork course approved by advising committee.

2 Students may substitute other courses not listed to fulfill requirements with the approval of their advising committee.

3 An internship related to public folklore amounting to 120 clock hours of service on-site, organized through the Folklore Program or the Oregon Folklife Network.

4 The number of thesis or terminal project credits that a candidate may complete has no maximum, although only 9 credits count toward the degree.

---

**Master of Science: Public Folklore Track (63 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 550</td>
<td>Folklore in the Public Sector</td>
<td></td>
</tr>
<tr>
<td>FLR 681</td>
<td>History and Theory of Folklore Research</td>
<td></td>
</tr>
<tr>
<td>FLR 684</td>
<td>Folklore Fieldwork Seminar</td>
<td></td>
</tr>
<tr>
<td>AAD 521</td>
<td>Cultural Programming</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 507</td>
<td>Seminar: [Topic] (Video Production)</td>
<td></td>
</tr>
<tr>
<td>FLR 511</td>
<td>Folklore and Religion</td>
<td></td>
</tr>
<tr>
<td>FLR 513</td>
<td>Folk Art and Material Culture</td>
<td></td>
</tr>
<tr>
<td>FLR 514</td>
<td>Mythology and Modern Fantasy Fiction</td>
<td></td>
</tr>
<tr>
<td>FLR 515</td>
<td>Folklore and Foodways</td>
<td></td>
</tr>
<tr>
<td>FLR 516</td>
<td>African Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 518</td>
<td>Folklore and Gender</td>
<td></td>
</tr>
<tr>
<td>FLR 583</td>
<td>Folklore and Mythology of the British Isles</td>
<td></td>
</tr>
<tr>
<td>FLR 585</td>
<td>Film and Folklore</td>
<td></td>
</tr>
<tr>
<td>FLR 591</td>
<td>Anglo-American Ballad and Folk Song</td>
<td></td>
</tr>
</tbody>
</table>

**Anthropology Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 511</td>
<td>Performance, Politics, and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 529</td>
<td>Jewish Folklore and Ethnology</td>
<td></td>
</tr>
<tr>
<td>ANTH 530</td>
<td>Balkan Society and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 539</td>
<td>Feminism and Ethnography</td>
<td></td>
</tr>
<tr>
<td>ANTH 593</td>
<td>Anthropology and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>ANTH 611</td>
<td>Ethnographic Research: Epistemology, Methods, Ethics</td>
<td></td>
</tr>
<tr>
<td>ANTH 683</td>
<td>Anthropological Linguistics</td>
<td></td>
</tr>
</tbody>
</table>

**Arts and Administration Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 562</td>
<td>Cultural Policy</td>
<td></td>
</tr>
</tbody>
</table>

**German and Scandinavian Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 507</td>
<td>Seminar: [Topic] (Magic, Uncanny, Surrealistic, and Fantastic Tales )</td>
<td></td>
</tr>
<tr>
<td>GER 625</td>
<td>Translations-Transformations (Fairy Tales on the Move)</td>
<td></td>
</tr>
</tbody>
</table>

**Music Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 551</td>
<td>Introduction to Ethnomusicology</td>
<td></td>
</tr>
<tr>
<td>MUS 552</td>
<td>Musical Instruments of the World</td>
<td></td>
</tr>
<tr>
<td>MUS 557</td>
<td>Celtic Music</td>
<td></td>
</tr>
<tr>
<td>MUS 560</td>
<td>Popular Musics in the African Diaspora</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

12 credits

Select courses from the folklore core or outside that bolster specialization areas

**Internship**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 604</td>
<td>Internship: [Topic]</td>
<td></td>
</tr>
</tbody>
</table>

**Thesis or Terminal Project**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 503</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>or FLR 609</td>
<td>Terminal Project</td>
<td></td>
</tr>
</tbody>
</table>

1 Or other fieldwork course approved by advising committee.

2 Students may substitute other courses not listed to fulfill requirements with the approval of their advising committee.

3 An internship related to public folklore amounting to 120 clock hours of service on-site, organized through the Folklore Program or the Oregon Folklife Network.
Additional Courses

Consult the program’s website or members of its faculty each term for special offerings that fulfill degree requirements. Visit the Folklore Program website for a list of additional approved courses.

Other undergraduate and graduate courses with related subject matter may be applied to folklore certificate programs by arrangement with the instructors and the folklore director. For a list of these courses, visit the program website.

Courses

FLR 198. Workshop: [Topic]. 1-2 Credits. Repeatable.
FLR 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.
FLR 225. Voices of Africa. 4 Credits.
Novels, music, dance, dress, paintings, films, and cartoons serve as a primary sources from which to learn about the diversity and vivacity of contemporary African peoples.
FLR 235. Folklore and the Supernatural. 4 Credits.
Introduces the study of beliefs about the supernatural by examining diverse approaches to the description and analysis of belief traditions and religious culture.
FLR 236. Magic in the Middle Ages. 4 Credits.
Examines how lore defined magic and how the exploration of magic led to the beginnings of science. Analyzes the practices of medieval western Europe, particularly Britain.
FLR 245. Folklore and the Pacific Northwest. 4 Credits.
A survey exploring cultural expression of customary, verbal, and material folklore found in the Pacific Northwest, with a consideration of ethnic and geographical variation.
FLR 250. Introduction to Folklore. 4 Credits.
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.
FLR 255. Folklore and United States Popular Culture. 4 Credits.
Explores the relationship between folklore and popular culture, with special emphasis on the analysis of legends, myths, icons, stereotypes, heroes, celebrities, rituals, and celebrations.
FLR 320. Car Cultures. 4 Credits.
Examines car customizing and tuning as forms of vernacular art; studies the environmental impacts of automobiles, the history of the industry, and the peculiarities of drivers’ behavior. Offered alternate years.
FLR 350. Folklore and the Bible. 4 Credits.
Studies readings of the Judeo-Christian Bible in connection with mythological and traditional contexts and meanings from ancient times to the present. Offered alternate years.
FLR 365. Folklore Research Methods. 4 Credits.
Archival and library research skills augmented with fieldwork skills including observation, participation, documentation, interviewing, transcription, and presentation of findings.

FLR 370. Folklore and Sexuality. 4 Credits.
Examines intersections of folklore and sexuality as entry points for discussing social issues of sexual and gender identity, intolerance, and resistance. Offered alternate years.
FLR 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.
FLR 401. Research: [Topic]. 1-6 Credits. Repeatable.
FLR 403. Thesis. 1-6 Credits. Repeatable.
FLR 404. Internship: [Topic]. 1-8 Credits. Repeatable.
FLR 405. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.
FLR 406. Field Studies: [Topic]. 1-6 Credits. Repeatable.
FLR 407. Seminar: [Topic]. 1-5 Credits. Repeatable.
FLR 408. Workshop: [Topic]. 1-5 Credits. Repeatable.
FLR 409. Practicum: [Topic]. 1-6 Credits. Repeatable.
FLR 410. Experimental Course: [Topic]. 1-5 Credits. Repeatable.
FLR 411. Folklore and Religion. 4 Credits.
Explores the role of folklore in people’s religious lives with particular emphasis on narrative, beliefs, rituals, celebrations, pilgrimage, and ecstatic states.
FLR 413. Folk Art and Material Culture. 4 Credits.
Survey of the research by folklorists on contemporary folk art, material culture, and the aesthetic impulse in everyday life.
FLR 414. Mythology and Modern Fantasy Fiction. 4 Credits.
Examines the folklore and literary sources that inspired writers such as J. R. R. Tolkien, Neil Gaiman, and George R. R. Martin and gave rise to modern fantasy fiction. Offered only in summer.
FLR 415. Folklore and Foodways. 4 Credits.
Examines food traditions from a folkloristic perspective, looking at issues such as identity, performance, community, creativity, and innovation. Prereq: junior standing. Offered every second or third year.
FLR 416. African Folklore. 4 Credits.
Examines folklore forms across the African continent to analyze themes of history, identity, aesthetics, gender, class, politics, and globalization. Offered alternate years. Prereq: junior standing.
FLR 418. Folklore and Gender. 4 Credits.
Examines intersections of folklore and gender and the resulting issues of creativity, social dynamics, feminism, identity politics, and negotiations of power. Offered alternate years. Prereq: junior standing.
FLR 450. Folklore in the Public Sector. 4 Credits.
Investigates the history of the field of public folklore as well as training students in contemporary practices including fieldwork methods, grant writing, and project development.
FLR 483. Folklore and Mythology of the British Isles. 4 Credits.
Basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths) and their treatment in the written literature of major British authors.

FLR 485. Film and Folklore. 4 Credits.
The developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films.

FLR 491. Anglo-American Ballad and Folk Song. 4 Credits.
Study of popular ballads in the Anglo-American tradition--styles, origins, forms, content, and dissemination. History and influence of popular media.

FLR 503. Thesis. 1-12 Credits.
Repeatable.

FLR 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

FLR 508. Workshop: [Topic]. 1-5 Credits.
Repeatable.

FLR 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

FLR 511. Folklore and Religion. 4 Credits.
Explores the role of folklore in people's religious lives with particular emphasis on narrative, beliefs, rituals, celebrations, pilgrimage, and ecstatic states.

FLR 513. Folk Art and Material Culture. 4 Credits.
Survey of the research by folklorists on contemporary folk art, material culture, and the aesthetic impulse in everyday life.

FLR 514. Mythology and Modern Fantasy Fiction. 4 Credits.
Examines the folklore and literary sources that inspired writers such as J. R. R Tolkien, Neil Gaiman, and George R. R. Martin and gave rise to modern fantasy fiction. Offered only in summer.

FLR 515. Folklore and Foodways. 4 Credits.
Examines food traditions from a folkloristic perspective, looking at issues such as identity, performance, community, creativity, and innovation. Prereq: junior standing. Offered every second or third year.

FLR 516. African Folklore. 4 Credits.
Examines folklore forms across the African continent to analyze themes of history, identity, aesthetics, gender, class, politics, and globalization.

FLR 518. Folklore and Gender. 4 Credits.
Examines intersections of folklore and gender and the resulting issues of creativity, social dynamics, feminism, identity politics, and negotiations of power. Offered alternate years.

FLR 550. Folklore in the Public Sector. 4 Credits.
Investigates the history of the field of public folklore as well as training students in contemporary practices including fieldwork methods, grant writing, and project development.

FLR 583. Folklore and Mythology of the British Isles. 4 Credits.
Basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths) and their treatment in the written literature of major British authors.

FLR 585. Film and Folklore. 4 Credits.
The developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films.

FLR 591. Anglo-American Ballad and Folk Song. 4 Credits.
Study of popular ballads in the Anglo-American tradition--styles, origins, forms, content, and dissemination. History and influence of popular media.

FLR 601. Research: [Topic]. 1-6 Credits.
Repeatable.

FLR 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

FLR 604. Internship: [Topic]. 1-6 Credits.
Repeatable.

FLR 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

FLR 606. Field Studies: [Topic]. 1-6 Credits.
Repeatable.

FLR 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

FLR 608. Workshop: [Topic]. 1-6 Credits.
Repeatable.

FLR 609. Terminal Project. 1-9 Credits.
Repeatable.

FLR 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

FLR 681. History and Theory of Folklore Research. 5 Credits.
Examines nature of scholarly inquiry, research questions, and techniques. Historic orientation with emphasis on ideological development of folkloristics from its beginnings to the present.

FLR 684. Folklore Fieldwork Seminar. 5 Credits.
Students conceptualize and execute a fieldwork project while developing practical skills in proposal writing, observation, interviewing, analysis, documentation, and presentation.

General Science

Jana Prikryl, Program Director
541-346-3288
65C Klamath Hall

The general science curriculum allows students to design academic programs that satisfy the requirements for a bachelor of science degree and provide more breadth than traditional science programs. Many exciting areas of scientific inquiry, such as bioinformatics, neuroscience, environmental science, and biophysical science, require broad science backgrounds and encompass several disciplines. Students planning technical careers in one of these areas or careers in the health sciences, in science education, or in a science-related business or social service might be best served by a well-designed multidisciplinary science program.

One strength of the General Science Program is its flexibility. To exploit that strength, students need to design their programs carefully, consulting frequently with the general science director. Course sequences that meet requirements for professional schools and training programs should be selected in consultation with the program director or university advisors that specialize in the specific area (for example the Health Professions Program advisors). Students should seek assistance in program planning when they identify or change career goals, because successful application to professional schools and training programs may require completion of additional courses beyond those required for the general science major.

Examples of cross-disciplinary fields, and the subject-matter areas that might be combined in designing a program, are given below:
• Animal behavior and ethology—anthropology, biology, psychology
• Biophysical sciences—biology, chemistry, human physiology, physics
• Cognitive sciences—computer and information science, mathematics, psychology
• Environmental sciences—biology, chemistry, earth sciences, geography, physics
• Neurosciences—biology, chemistry, psychology

General science majors are encouraged to consult with the program director during their junior year to ensure that their remaining course work is structured to meet all the requirements for the major. Students should notify the General Science Program office of their intention to graduate at least one term before the proposed graduation date.

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 in this catalog and as many of the university’s general-education requirements for a bachelor’s degree as possible. Acceptance of transfer courses and credits is determined by evaluators in the Office of Admissions in consultation with departmental advisors.

Upon admission, transfer students should consult with the general science director in the program office.

Careers

Through the General Science Program, prehealth science students preparing for careers in medicine, dentistry, or related fields can meet professional school admission requirements. General science, when combined with a minor or a second major, can work well for students planning careers in science-related business, public relations, and human services.

• Bachelor of Arts
• Bachelor of Science

Undergraduate Studies

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division 1</td>
<td></td>
<td>44-56</td>
</tr>
<tr>
<td>MATH 251–252</td>
<td>Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>or MATH 246–247</td>
<td>Calculus for the Biological Sciences I-II</td>
<td></td>
</tr>
</tbody>
</table>

Select three sequences or three-course combinations from the following; two sequences must include labs:

**Anthropology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 270</td>
<td>Introduction to Biological Anthropology</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 171</td>
<td>Introduction to Monkeys and Apes</td>
</tr>
<tr>
<td>ANTH 173</td>
<td>Evolution of Human Sexuality</td>
</tr>
<tr>
<td>ANTH 361</td>
<td>Human Evolution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 362</td>
<td>Human Biological Variation</td>
</tr>
</tbody>
</table>

**Biology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211–214</td>
<td>General Biology I-IV (choose three)</td>
</tr>
<tr>
<td>or BI 281H–283H</td>
<td>Honors Biology I-III</td>
</tr>
</tbody>
</table>

**Chemistry**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221–223</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>&amp; CH 227–229 and General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CH 224H–226H</td>
<td>Honors General Chemistry</td>
</tr>
<tr>
<td>&amp; CH 237–239 Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

**Computer and Information Science**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 210–212</td>
<td>Computer Science I-III</td>
</tr>
</tbody>
</table>

**Geography**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 141</td>
<td>The Natural Environment</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
</tr>
<tr>
<td>GEOG 321</td>
<td>Climatology</td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Geomorphology</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Biogeography</td>
</tr>
<tr>
<td>GEOG 361</td>
<td>Global Environmental Change</td>
</tr>
</tbody>
</table>

**Earth Sciences**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 201</td>
<td>Earth’s Interior Heat and Dynamics</td>
</tr>
<tr>
<td>GEOL 202</td>
<td>Earth Surface and Environmental Geology</td>
</tr>
<tr>
<td>GEOL 203</td>
<td>Evolution of the Earth</td>
</tr>
</tbody>
</table>

**Physics**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 201–203</td>
<td>General Physics</td>
</tr>
<tr>
<td>&amp; PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
</tr>
<tr>
<td>&amp; PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
</tr>
</tbody>
</table>

Upper Division

32 credits of approved upper-division science courses

(for a complete list of approved courses see the General Science Program website gensci.uoregon.edu/general-science-checksheet) 2

Total Credits 76-88

1 All students must demonstrate a proficiency in mathematics by passing Calculus II. In addition, all students must take three course sequences (or three course combinations in the case of ANTH and GEOG) from the list above, two of which must include laboratories. The labs might be imbedded in the class (as with BI, CIS, and GEOL), or taken as separate courses (as with CH and PHYS). All courses must be completed with grades of C– or P (pass) or better. Courses graded N (no pass) or F may be repeated for credit.
Two areas of emphasis from two different departments are required. Each emphasis consists of 12 graded upper-division credits from a single department. At least 24 of the 32 credits must be taken for letter grades and at least 24 must be taken at the University of Oregon. Four of the 32 credits may be Research (401), Thesis (403), or Supervised College Teaching (402). Other courses numbered 400–409 may not be included unless approved in advance by the general science advisor. Upper-division courses used for another major may not be used to satisfy upper-division general science requirements. All courses must be completed with grades of P or C– or better.

### Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 251–252</td>
<td>Calculus I-II</td>
<td>4-5</td>
</tr>
<tr>
<td>or MATH 246–247</td>
<td>Calculus for the Biological Sciences I-II</td>
<td>4-7</td>
</tr>
<tr>
<td>Select three sequences or three-course combinations from the following; two sequences must include labs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 170</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 171</td>
<td>Introduction to Monkeys and Apes</td>
<td></td>
</tr>
<tr>
<td>ANTH 173</td>
<td>Evolution of Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>ANTH 361</td>
<td>Human Evolution</td>
<td></td>
</tr>
<tr>
<td>ANTH 362</td>
<td>Human Biological Variation</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 211–214</td>
<td>General Biology I-IV (choose three)</td>
<td>3</td>
</tr>
<tr>
<td>or BI 281H–283H</td>
<td>Honors Biology I-III</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 221–223</td>
<td>General Chemistry</td>
<td></td>
</tr>
<tr>
<td>&amp; CH 227–229 &amp; General Chemistry Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>&amp; CH 237–239 Laboratory</td>
<td>Advanced General Chemistry</td>
<td></td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 210–212</td>
<td>Computer Science I-III</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 141</td>
<td>The Natural Environment</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
<td></td>
</tr>
<tr>
<td>GEOG 321</td>
<td>Climatology</td>
<td></td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td>GEOG 361</td>
<td>Global Environmental Change</td>
<td></td>
</tr>
<tr>
<td>Earth Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 201</td>
<td>Earth's Interior Heat and Dynamics</td>
<td></td>
</tr>
<tr>
<td>GEOL 202</td>
<td>Earth Surface and Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>GEOL 203</td>
<td>Evolution of the Earth</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Division 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS 201–203</td>
<td>General Physics and Introductory Physics Laboratory</td>
<td>3-4</td>
</tr>
<tr>
<td>or PHYS 204–206</td>
<td>Foundations of Physics I and Foundations of Physics Laboratory</td>
<td>3-4</td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Honors in General Science I and II</td>
<td>3-4</td>
</tr>
<tr>
<td>&amp; PHYS 290</td>
<td>Foundation of Physics I and II</td>
<td>3-4</td>
</tr>
</tbody>
</table>

### Total Credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits 76-88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. All students must demonstrate a proficiency in mathematics by passing Calculus II. In addition, all students must take three course sequences (or three course combinations in the case of ANTH and GEOG) from the list above, two of which must include laboratories. The labs might be imbedded in the class (as with BI, CIS, and GEOL), or taken as separate courses (as with CH and PHYS). All courses must be completed with grades of C– or P (pass) or better. Courses graded N (no pass) or F may be repeated for credit.

2. Two areas of emphasis from two different departments are required. Each emphasis consists of 12 graded upper-division credits from a single department. At least 24 of the 32 credits must be taken for letter grades and at least 24 must be taken at the University of Oregon. Four of the 32 credits may be Research (401), Thesis (403), or Supervised College Teaching (402). Other courses numbered 400–409 may not be included unless approved in advance by the general science advisor. Upper-division courses used for another major may not be used to satisfy upper-division general science requirements. All courses must be completed with grades of P or C– or better.

General science courses must be completed with grades of C– or P (pass) or better. Courses graded N (no pass) or F may be repeated for credit, in accordance with university policy.

The upper-division requirements are for students who declared the general science major fall 2000 or later. Students who declared the major before fall 2000 follow the requirements that were in effect when they declared the major. Upper-division credits used to satisfy minimum requirements of another major may not be used to satisfy upper-division requirements in general science. At least 24 upper-division science credits must be completed at the University of Oregon to meet the general science residency requirement.

Upper-division courses may be selected from the general science website (http://gensci.uoregon.edu).

### Honors Program

Students preparing to graduate with honors in general science should notify the program director no later than the first term of the senior year.

Honors in general science centers on a thesis, which is the culmination of research conducted under the direction of a faculty advisor. The advisor does not need to be a member of the general science committee.

To graduate with honors, students must have at least a 3.50 overall grade point average and a GPA of 3.50 or better in the sciences. In addition, they must complete 9 credits of Research (401) or Thesis (403) or both in the appropriate department. These credits must be distributed...
over at least two terms and cannot be used to fulfill emphasis-area requirements.

Upon approval of the thesis by the advisor and the program director, honors in general sciences are awarded.

For guidelines and calendar, see a general science program director.

Program Planning

Information about program planning and detailed sample programs are available in the General Science Program office. Prehealth science students who choose the general science major should design their programs to meet the admission requirements of the professional school of their choice. See also Preparatory Programs in the Academic Resources section of this catalog.

Kindergarten through Secondary Teaching Careers

An academic major in general science can provide a strong background for certain teacher-education licensure programs. Students interested in teaching general science in middle school and junior high school should be aware that the integrated science endorsement requires broader preparation than the minimum requirements for the general science major. The College of Education offers a fifth-year program for middle-secondary teaching licensure in science. See the College of Education (p. 679) section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in General Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>Fall</td>
<td>Lab Sequence 1</td>
<td>BI, CH, CIS, GEOL, PHYS (specific courses are listed in the undergraduate section)</td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>12-14</td>
</tr>
<tr>
<td>Winter</td>
<td>Lab Sequence 1</td>
<td>4-6</td>
</tr>
<tr>
<td>MATH 212</td>
<td>Fundamentals of Elementary Mathematics II</td>
<td>4</td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>12-14</td>
</tr>
<tr>
<td>Spring</td>
<td>Lab Sequence 1</td>
<td>4-6</td>
</tr>
<tr>
<td>MATH 246 or MATH 251</td>
<td>Calculus for the Biological Sciences I or Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>12-14</td>
</tr>
<tr>
<td>Second Year</td>
<td>Fall</td>
<td>Lab Sequence 2</td>
</tr>
<tr>
<td>MATH 247 or MATH 252</td>
<td>Calculus for the Biological Sciences II or Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Non-lab Sequence</td>
<td>ANTH or GEOG (an additional lab sequence will also fulfill this requirement, specific courses are listed in the undergraduate section)</td>
<td>4</td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16-18</td>
</tr>
<tr>
<td>Winter</td>
<td>Lab Sequence 2</td>
<td>4-6</td>
</tr>
<tr>
<td>Non-lab Sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16-18</td>
</tr>
<tr>
<td>Spring</td>
<td>Lab Sequence 2</td>
<td>4-6</td>
</tr>
<tr>
<td>Non-lab Sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16-18</td>
</tr>
<tr>
<td>Third Year</td>
<td>Fall</td>
<td>General Science Emphasis Upper Division</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td>Upper Division</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td>Upper Division</td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
### Winter
- **General Science Emphasis 1**
  - Upper Division
  - 4
- **General Science Emphasis 2**
  - Upper Division
  - 4
- **Social science group-satisfying course**
  - 4
- **Second term of first-year second-language sequence**
  - 4

**Credits**: 16

### Spring
- **General Science Emphasis 1**
  - Upper Division
  - 4
- **General Science Emphasis 2**
  - Upper Division
  - 4
- **Social science group-satisfying course**
  - Upper Division
  - 4
- **Third term of first-year second-language sequence**
  - 4

**Credits**: 16

### Fourth Year

#### Fall
- **General Science Emphasis 2**
  - Upper Division
  - 4
- **Arts and letters group-satisfying course**
  - 4
- **First term of second-year second-language sequence**
  - 4
- **Elective course**
  - Upper Division
  - 4

**Credits**: 16

#### Winter
- **General science elective**
  - Upper Division
  - 4
- **Second term of second-year second-language sequence**
  - 4
- **Elective courses**
  - Upper Division
  - 8

**Credits**: 16

#### Spring
- **General science elective**
  - Upper Division
  - 4
- **Third term of second-year second-language sequence**
  - 4
- **Elective courses**
  - Upper Division
  - 8

**Credits**: 16

**Total Credits**: 180-192

### Bachelor of Science in General Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Sequence 1</td>
<td></td>
<td>4-6</td>
<td>Bi, CH, CIS, GEOL, PHYS (specific courses are listed in the undergraduate section)</td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Sequence 1</td>
<td>4-6</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
</tr>
</tbody>
</table>

**Credits**: 12-14

### Second Year

#### Fall
- **Lab Sequence 2**
  - 4-6
- **Non-lab Sequence** ANTH or GEOG (an additional lab sequence will also fulfill this requirement, specific courses are listed in the undergraduate section) 4

**Credits**: 12-14

#### Winter
- **MATH 247 or MATH 252** Calculus for the Biological Sciences II or Calculus II 4
- **Group-satisfying course in social science** 4

**Credits**: 16-18

#### Spring
- **Lab Sequence 2** 4-6
- **Non-lab Sequence** 4
- **Multicultural course** 4
- **Group-satisfying course in arts and letters** 4

**Credits**: 16-18

### Third Year

#### Winter
- **Lab Sequence 2** 4-6
- **Non-lab Sequence** 4
- **General education course that also satisfies a multicultural requirement** 4
- **Social science group-satisfying course** 4

**Credits**: 16-18

#### Spring
- **Lab Sequence 2** 4-6
- **Non-lab Sequence** 4
- **General education course that also satisfies a multicultural requirement** 4
- **Social science group-satisfying course** 4

**Credits**: 16-18
Third Year

Fall
General Science Emphasis 1 Upper Division 4
Arts and letters group-satisfying course 4
Social science group-satisfying course 4
Elective course 4

Credits 16

Winter
General Science Emphasis 1 Upper Division 4
General Science Emphasis 2 Upper Division 4
Arts and letters group-satisfying course 4
Elective course 4

Credits 16

Spring
General Science Emphasis 1 Upper division 4
General Science Emphasis 2 Upper division 4
Social science group-satisfying course 4
Elective course 4

Credits 16

Fourth Year

Fall
General Science Emphasis 2 Upper division 4
Elective courses Upper division 12

Credits 16

Winter
General science elective Upper division 4
Elective courses Upper division 12

Credits 16

Spring
General science elective Upper division 4
Elective courses Upper division 12

Credits 16

Total Credits 180-192

General Social Science

Reuben Zahler, Program Director
541-346-5907
304 McKenzie Hall

The General Social Science Program provides students the flexibility to design a major that combines courses from several departments across campus. The program offers students a variety of options depending on their interests. For the career-minded student, it provides career training combined with the analytical skills of a liberal arts education. For the intellectually curious student, it offers the study of particular themes across several social science disciplines. For the student having difficulty choosing a major, general social science offers a curriculum across several departments.

Undergraduate Studies

The program has four concentrations or tracks. Each concentration has its own set of core courses and then provides a number of elective courses from various departments. Major requirements for each of the four concentrations may be found on the program website.

Applied Economics, Business, and Society

This track combines technical training in business with the analytical training of the liberal arts. It draws heavily from courses in the business college and the economics department to offer specific business skills while exploring how business functions in society, on the national level, and in the global context. This concentration is designed specifically for students who plan to work in business or to pursue a master of business administration degree.

Crime, Law, and Society

This track provides broad exposure to problems that confront society on the causes and consequences of, and policies on, crime, offering preparation for students with an interest in criminology, law practice, law enforcement, or social services.

Globalization, Environment, and Policy

This track focuses on broad social-political and environmental issues at the regional, national, and global levels, as well as the policy planning required to meet these issues within an interdisciplinary context. The globalization concentration provides training for students planning to work in green industry, government, NGOs, and environmental organizations. In addition, the track prepares students to earn graduate degrees in planning, public management, policy studies, or other applied social sciences with a global emphasis.

Social Studies Teaching

This track prepares students with the course requirements for admission to the graduate teacher licensure program at the University of Oregon—UO Teach. This concentration does not, in and of itself, lead to a teaching license; rather, it provides a well-defined content so that students are prepared to enroll in a graduate program to become licensed to teach social studies at the middle or high school level.

General social science majors are encouraged to consult with their advisors at least once a year to ensure their remaining course work is structured to meet all the requirements for the major. Students should notify the General Social Science Program office of their intention to graduate at least one term before the proposed graduation date.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.
## Bachelor of Arts in General Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of first-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or WR 123</td>
<td>College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second term of first-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third term of first-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>48</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 215</td>
<td>Accounting: Language of Business Decisions</td>
<td>4</td>
<td>Consider a minor, a double major, study abroad</td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course in a specialization area</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course in a specialization area</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>48</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses in a specialization area</td>
<td>12</td>
<td>Consider career preparation, internships, career counseling, study abroad, résumé-building</td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course in a specialization area</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>48</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
<td>Consider applying for employment, internships, Graduate School, degree</td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>36</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Bachelor of Science in General Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 215</td>
<td>Accounting: Language of Business: Decisions</td>
<td>4</td>
<td>Consider a minor, a double major, study abroad</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course in a specialization area</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course in a specialization area</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Daniel Gavin, Department Head
541-346-4555
541-346-2067 fax
107 Condon Hall
1251 University of Oregon
Eugene, Oregon 97403-1251
uogeog@uoregon.edu

Students who major in geography develop skills in understanding the complex social, economic, political, and environmental processes that shape places around the world. The Department of Geography offers courses that span a broad array of subjects, such as food systems,
tourism, the role of borders, climate change, river systems, and invasive species. The geographic perspective provides a critical look at social, environmental, and policy issues relevant in today's world. Students may also develop skills in geographic information systems (GIS), cartography, and spatial analysis that provide them with in-demand tools to apply in their postgraduate career.

Geography provides varied perspectives about places to help students develop into critical thinkers, efficient communicators, and problem-solvers. Geography can often enhance other fields, including spatial data science and technology, history, public policy and management, earth sciences, political science, sociology, and environmental studies. For more information, visit https://geography.uoregon.edu/.

**InfoGraphics Lab**

**James E. Meacham, Executive Director**

163 Condon Hall
541-346-5788
infographics.uoregon.edu

The InfoGraphics Lab is a mapping and geospatial technologies facility located in the Department of Geography (http://geography.uoregon.edu). The laboratory works on a variety of supported projects with faculty members, researchers, and government agencies. The application of cartographic design and geographic information science is its focus. It supports research, instruction, and public service activities at the university. Graduate and undergraduate students may be employed on lab projects.

**Faculty**


Christopher Bone, associate professor


James E. Meacham, senior research associate (geographic information systems, cartography, atlas design and production); executive director, InfoGraphics Lab. BS, 1984, MA, 1992, Oregon. (1992)


Alexander B. Murphy, professor (political and cultural geography, Europe, law and geography); James F. and Shirley K. Rippey Chair in Liberal Arts and Sciences. BA, 1977, Yale; JD, 1981, Columbia; PhD, 1987, Chicago. (1987)

Laura Pulido, professor (critical ethnic studies, environmental justice, Chicano studies). See Ethnic Studies.


Lucas Silva, assistant professor (terrestrial ecology, biogeochemistry, biogeography). See Environmental Studies.


Alethea Y. Steingisser, research assistant (cartography and graphic design, geographic information systems); cartographic project manager, InfoGraphics Lab. BS, 2002, California State, Northridge; MS, 2006, Oregon. (2006)

Xiaobo Su, associate professor (cultural politics, tourism and urban conservation, China). BArch, 2000, Southeast University (Nanjing); MSc, 2003, Sun Yat-sen University; PhD, 2007, National University of Singapore. (2007)


**Emeriti**

Stanton A. Cook, professor emeritus. AB, 1951, Harvard; PhD, 1960, California, Berkeley. (1960)

Carl L. Johannessen, professor emeritus. BA, 1950, MA, 1953, PhD, 1959, California, Berkeley. (1959)
Undergraduate Studies

The Department of Geography offers bachelor of arts and bachelor of science degrees with majors in geography and spatial data science and technology. Undergraduate students in the department develop an awareness of the natural and cultural landscapes of several regions of the world and investigate the processes that form them. Lower-division courses are open to any student at the university. For students transferring to the university in their third year, preparation in introductory college geography courses is desirable.

Geography

An undergraduate major in geography follows a broadly based general degree program. Both bachelor of arts (BA) and bachelor of science (BS) degrees are offered in the department. To achieve depth in a particular subfield of geography, electives are chosen from one of six tracks:

1. environment, economy, and sustainability
2. geographic education
3. water science and policy
4. culture, politics, and place
5. environmental systems
6. geographic information system science

Although a degree in geography is a liberal arts degree, many graduates have found related vocational opportunities in government or private employment, principally in planning, environmental research, cartography, or geographic information system science.

Bachelor of Arts in Geography: Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fundamentals: Introductory Core</strong></td>
<td></td>
</tr>
<tr>
<td>GEOG 141</td>
<td>The Natural Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 142</td>
<td>Human Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Fundamentals: Advanced Core</strong></td>
<td></td>
</tr>
<tr>
<td>GEOG 391</td>
<td>Social Science Inquiry and Research</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>World Regional Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 202</td>
<td>Geography of Europe</td>
<td></td>
</tr>
</tbody>
</table>

Breadth Requirements: Geographic Information System Science 4

Select one of the following:

- GEOG 481 GIScience I
- GEOG 482 GIScience II
- GEOG 485 Remote Sensing I
- GEOG 486 Remote Sensing II
- GEOG 490 GIScience: [Topic]
- GEOG 491 Advanced Geographic Information Systems
- GEOG 493 Advanced Cartography
- GEOG 494 Spatial Analysis
- GEOG 495 Geographic Data Analysis
- GEOG 496 Location-Aware Systems
- GEOG 497 Qualitative Methods in Geography
- GEOG 498 Geospatial Project Design

Breadth Requirements: Biophysical Geography 4

Select one of the following:

- GEOG 321 Climatology
- GEOG 322 Geomorphology
- GEOG 323 Biogeography
- GEOG 360 Watershed Science and Policy
- GEOG 361 Global Environmental Change
- GEOG 421 Advanced Climatology: [Topic]
- GEOG 423 Advanced Biogeography: [Topic]
- GEOG 425 Hydrology and Water Resources
- GEOG 427 Fluvial Geomorphology
- GEOG 430 Long-Term Environmental Change
- GEOG 433 Fire and Natural Disturbances
- ENVS 477 Soil Science

Breadth Requirements: Human Geography 4

Select one of the following:

- GEOG 341 Population and Environment
- GEOG 342 Geography of Globalization
- GEOG 343 Society, Culture, and Place
- ASIA 425 Asian Foodways
- GEOG 441 Political Geography
- GEOG 442 Urban Geography
- GEOG 444 Cultural Geography
- GEOG 448 Tourism and Development
- ENVS 450 Political Ecology
- ENVS 455 Sustainability
- GEOG 461 Environmental Alteration
### Geographic Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 341</td>
<td>Population and Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 342</td>
<td>Geography of Globalization</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 343</td>
<td>Society, Culture, and Place</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 442</td>
<td>Urban Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 444</td>
<td>Cultural Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 471</td>
<td>North American Historical Landscapes</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 475</td>
<td>Advanced Geography of Non-European-American Regions: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

1. With approval of advisor.

### Environment, Economy, and Sustainability

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 321</td>
<td>Climatology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Biogeography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Population and Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 342</td>
<td>Geography of Globalization</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 421</td>
<td>Advanced Climatology: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 423</td>
<td>Advanced Biogeography: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>ASIA 425</td>
<td>Asian Foodways</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 425</td>
<td>Hydrology and Water Resources</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 427</td>
<td>Fluvial Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 430</td>
<td>Long-Term Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 433</td>
<td>Fire and Natural Disturbances</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 450</td>
<td>Political Ecology</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 455</td>
<td>Sustainability</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 461</td>
<td>Environmental Alteration</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 463</td>
<td>Geography, Law, and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 465</td>
<td>Environment and Development</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 466</td>
<td>Gender and Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 467</td>
<td>International Water Policy</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 468</td>
<td>Contemporary Food Systems</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 477</td>
<td>Soil Science</td>
<td>4</td>
</tr>
</tbody>
</table>

### Water Science and Policy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 360</td>
<td>Watershed Science and Policy</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 361</td>
<td>Global Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 425</td>
<td>Hydrology and Water Resources</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 427</td>
<td>Fluvial Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 467</td>
<td>International Water Policy</td>
<td>4</td>
</tr>
</tbody>
</table>

### Culture, Politics, and Place

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 341</td>
<td>Population and Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 342</td>
<td>Geography of Globalization</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 343</td>
<td>Society, Culture, and Place</td>
<td>4</td>
</tr>
<tr>
<td>ASIA 425</td>
<td>Asian Foodways</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 442</td>
<td>Urban Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 444</td>
<td>Cultural Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 448</td>
<td>Tourism and Development</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 450</td>
<td>Political Ecology</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 455</td>
<td>Sustainability</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 461</td>
<td>Environmental Alteration</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 463</td>
<td>Geography, Law, and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 465</td>
<td>Environment and Development</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 466</td>
<td>Gender and Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 467</td>
<td>International Water Policy</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 468</td>
<td>Contemporary Food Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 471</td>
<td>North American Historical Landscapes</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 475</td>
<td>Advanced Geography of Non-European-American Regions: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>ASIA 480</td>
<td>Chinese Economy: Transition, Development, Globalization</td>
<td>4</td>
</tr>
</tbody>
</table>

At least eight geography courses must be taken for a letter grade. A grade of C– or better or P (pass) is required in each course, and a GPA of 2.25 or better is required in courses used to satisfy major requirements.

Geography majors seeking a BA degree must demonstrate proficiency in a second language by passing the third term of a second-year university
language course with a grade of C– or better or by examination indicating an equivalent level of proficiency.

**Bachelor of Science in Geography: Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals: Introductory Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 141</td>
<td>The Natural Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 142</td>
<td>Human Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
<td>4</td>
</tr>
<tr>
<td><strong>Fundamentals: Advanced Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 391</td>
<td>Social Science Inquiry and Research</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>World Regional Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 202</td>
<td>Geography of Europe</td>
<td></td>
</tr>
<tr>
<td>GEOG 204</td>
<td>Geography of Russia and Neighbors</td>
<td></td>
</tr>
<tr>
<td>GEOG 205</td>
<td>Geography of Pacific Asia</td>
<td></td>
</tr>
<tr>
<td>GEOG 208</td>
<td>Geography of the United States and Canada</td>
<td></td>
</tr>
<tr>
<td>GEOG 209</td>
<td>Geography of the Middle East and North Africa</td>
<td></td>
</tr>
<tr>
<td>GEOG 214</td>
<td>Geography of Latin America</td>
<td></td>
</tr>
<tr>
<td>GEOG 281</td>
<td>The World and Big Data</td>
<td></td>
</tr>
<tr>
<td>GEOG 471</td>
<td>North American Historical Landscapes</td>
<td></td>
</tr>
<tr>
<td>GEOG 475</td>
<td>Advanced Geography of Non-European-American Regions: [Topic]</td>
<td></td>
</tr>
<tr>
<td><strong>Breadth Requirements: Geographic Information System Science</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 481</td>
<td>GIScience I</td>
<td></td>
</tr>
<tr>
<td>GEOG 482</td>
<td>GIScience II</td>
<td></td>
</tr>
<tr>
<td>GEOG 485</td>
<td>Remote Sensing I</td>
<td></td>
</tr>
<tr>
<td>GEOG 486</td>
<td>Remote Sensing II</td>
<td></td>
</tr>
<tr>
<td>GEOG 490</td>
<td>GIScience: [Topic]</td>
<td></td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Advanced Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEOG 493</td>
<td>Advanced Cartography</td>
<td></td>
</tr>
<tr>
<td>GEOG 494</td>
<td>Spatial Analysis</td>
<td></td>
</tr>
<tr>
<td>GEOG 495</td>
<td>Geographic Data Analysis</td>
<td></td>
</tr>
<tr>
<td>GEOG 496</td>
<td>Location-Aware Systems</td>
<td></td>
</tr>
<tr>
<td>GEOG 497</td>
<td>Qualitative Methods in Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 498</td>
<td>Geospatial Project Design</td>
<td></td>
</tr>
<tr>
<td><strong>Breadth Requirements: Biophysical Geography</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 321</td>
<td>Climatology</td>
<td></td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td>GEOG 360</td>
<td>Watershed Science and Policy</td>
<td></td>
</tr>
<tr>
<td>GEOG 361</td>
<td>Global Environmental Change</td>
<td></td>
</tr>
<tr>
<td>GEOG 421</td>
<td>Advanced Climatology: [Topic]</td>
<td></td>
</tr>
<tr>
<td>GEOG 423</td>
<td>Advanced Biogeography: [Topic]</td>
<td></td>
</tr>
<tr>
<td>GEOG 425</td>
<td>Hydrology and Water Resources</td>
<td></td>
</tr>
<tr>
<td>GEOG 427</td>
<td>Fluvial Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEOG 430</td>
<td>Long-Term Environmental Change</td>
<td></td>
</tr>
<tr>
<td>GEOG 433</td>
<td>Fire and Natural Disturbances</td>
<td></td>
</tr>
<tr>
<td>ENVS 477</td>
<td>Soil Science</td>
<td>1</td>
</tr>
<tr>
<td><strong>Breadth Requirements: Human Geography</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Population and Environment</td>
<td></td>
</tr>
<tr>
<td>GEOG 342</td>
<td>Geography of Globalization</td>
<td></td>
</tr>
<tr>
<td>GEOG 343</td>
<td>Society, Culture, and Place</td>
<td></td>
</tr>
<tr>
<td>ASIA 425</td>
<td>Asian Foodways</td>
<td>1</td>
</tr>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 442</td>
<td>Urban Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 444</td>
<td>Cultural Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 448</td>
<td>Tourism and Development</td>
<td></td>
</tr>
<tr>
<td>ENVS 450</td>
<td>Political Ecology</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 455</td>
<td>Sustainability</td>
<td>1</td>
</tr>
<tr>
<td>GEOG 461</td>
<td>Environmental Alteration</td>
<td></td>
</tr>
<tr>
<td>GEOG 463</td>
<td>Geography, Law, and the Environment</td>
<td></td>
</tr>
<tr>
<td>GEOG 465</td>
<td>Environment and Development</td>
<td></td>
</tr>
<tr>
<td>GEOG 466</td>
<td>Gender and Environment</td>
<td></td>
</tr>
<tr>
<td>GEOG 467</td>
<td>International Water Policy</td>
<td></td>
</tr>
<tr>
<td>GEOG 468</td>
<td>Contemporary Food Systems</td>
<td></td>
</tr>
<tr>
<td>GEOG 471</td>
<td>North American Historical Landscapes</td>
<td></td>
</tr>
<tr>
<td>GEOG 475</td>
<td>Advanced Geography of Non-European-American Regions: [Topic]</td>
<td></td>
</tr>
<tr>
<td>ASIA 480</td>
<td>Chinese Economy: Transition, Development, Globalization</td>
<td>1</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Three courses from one specialization (see specialization lists)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Additional Requirements</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GEOG 401</td>
<td>Research: [Topic]</td>
<td></td>
</tr>
<tr>
<td>GEOG 403</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>GEOG 406</td>
<td>Field Studies: [Topic]</td>
<td></td>
</tr>
<tr>
<td>GEOG 409</td>
<td>Practicum: [Topic]</td>
<td></td>
</tr>
<tr>
<td>GEOG 419</td>
<td>Professional Geographer</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 46

1 If taught by Peter Walker, Dan Buck, or Lucas Silva.
2 Seminar: [Topic] (GEOG 407), Experimental Course: [Topic] (GEOG 410), and other upper-division courses approved by an advisor may be used to satisfy the elective requirement.

**Environment, Economy, and Sustainability**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select three of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 321</td>
<td>Climatology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>Biogeography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 361</td>
<td>Global Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 421</td>
<td>Advanced Climatology: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 423</td>
<td>Advanced Biogeography: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>ASIA 425</td>
<td>Asian Foodways</td>
<td>1</td>
</tr>
<tr>
<td>GEOG 425</td>
<td>Hydrology and Water Resources</td>
<td>4</td>
</tr>
</tbody>
</table>
GEOG 427 Fluvial Geomorphology 4
GEOG 430 Long-Term Environmental Change 4
GEOG 433 Fire and Natural Disturbances 4
ENVS 450 Political Ecology 4
ENVS 455 Sustainability 4
GEOG 461 Environmental Alteration 4
GEOG 463 Geography, Law, and the Environment 4
GEOG 465 Environment and Development 4
GEOG 466 Gender and Environment 4
GEOG 467 International Water Policy 4
GEOG 468 Contemporary Food Systems 4
ENVS 477 Soil Science 4

**Geographic Information System Science**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 481</td>
<td>GIScience I</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 482</td>
<td>GIScience II</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 485</td>
<td>Remote Sensing I</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 486</td>
<td>Remote Sensing II</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 490</td>
<td>GIScience: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Advanced Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 493</td>
<td>Advanced Cartography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>Geographic Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 496</td>
<td>Location-Aware Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 498</td>
<td>Geospatial Project Design</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 497</td>
<td>Qualitative Methods in Geography</td>
<td>4</td>
</tr>
</tbody>
</table>

Geography majors seeking a BS degree must complete a mathematics sequence that satisfies the university’s mathematics requirement for a BS degree. Mathematics courses must be passed with a grade of at least C– or P. The optimal courses for the university’s mathematics requirement depend on one’s track and focus; consult with an advisor.

Students considering graduate school should complete both the mathematics and language requirements.

**Spatial Data Science and Technology**

The spatial data science and technology major requires a minimum of 48 credits, drawing on courses in geography and computer information science. The major requires four compulsory courses (16 credits) that provide foundational skills, concepts, and critical thinking abilities. An additional eight elective courses (32 credits) are required. Upon declaring the major, students meet with the geography undergraduate advisor to tailor a series of elective courses best suited to individual student needs and employment aspirations. At least nine courses used for the major must be taken for a letter grade. A grade of C– or better and a GPA of 2.25 or better is required in courses applied to the major.

For more information, e-mail the undergraduate advisor, Leslie McLees, at geogadvr@uoregon.edu, or schedule an advising appointment at https://geography.uoregon.edu/undergrad/advising/.

**Bachelor of Arts in Spatial Data Science and Technology: Degree Requirements**

Core courses provide foundational skills, concepts, and critical thinking abilities. Some of the introductory courses, such as GIScience I (GEOG 481), are prerequisites for more advanced courses. Students are not required to complete these before moving to elective courses (except where prerequisites are required).

**Electives.** Rather than adopting a series of specializations, the electives component will remain flexible. Upon declaring the major, students should meet with the undergraduate advisor to work out a series of courses that best fit student needs and employment aspirations. A full list of elective courses can be found on the major page (https://geography.uoregon.edu/sdsi) on the department website.

**Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 281</td>
<td>The World and Big Data</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 481</td>
<td>GIScience I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
<td>4</td>
</tr>
</tbody>
</table>
**Elective Courses**

Choose courses totaling 32 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 403</td>
<td>Thesis</td>
</tr>
<tr>
<td>GEOG 482</td>
<td>GIScience II</td>
</tr>
<tr>
<td>GEOG 485</td>
<td>Remote Sensing I</td>
</tr>
<tr>
<td>GEOG 490</td>
<td>GIScience: [Topic]</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Advanced Geographic Information Systems</td>
</tr>
<tr>
<td>GEOG 493</td>
<td>Advanced Cartography</td>
</tr>
<tr>
<td>GEOG 494</td>
<td>Spatial Analysis</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>Geographic Data Analysis</td>
</tr>
<tr>
<td>GEOG 496</td>
<td>Location-Aware Systems</td>
</tr>
<tr>
<td>GEOG 498</td>
<td>Geospatial Project Design</td>
</tr>
<tr>
<td>CIS 210</td>
<td>Computer Science I</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Computer Science II</td>
</tr>
<tr>
<td>300- or 400-level course with a GEOG subject code not listed above (^1)</td>
<td></td>
</tr>
<tr>
<td>400-level course with a CIS subject code not listed above (^2)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 48

1. Special topics include courses that are offered less frequently, but also qualify for credit when offered under the course number GIScience: [Topic] (GEOG 490). Topics include Web Mapping, Server GIS, Qualitative Spatial Reasoning, and Spatial Simulation.

2. Occasionally a course will be offered under the number 410, which denotes an experimental course. In the event that this course does count toward the major, it will be indicated as such on the course offerings sheet the term it is offered. Most courses will not count for the spatial data science and technology major, so please confirm with the undergraduate advisor before registering.

**Bachelor of Science in Spatial Data Science and Technology: Degree Requirements**

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
</tr>
<tr>
<td>GEOG 281</td>
<td>The World and Big Data</td>
</tr>
<tr>
<td>GEOG 481</td>
<td>GIScience I</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
</tr>
</tbody>
</table>

**Elective Courses**

Choose courses totaling 32 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 403</td>
<td>Thesis</td>
</tr>
<tr>
<td>GEOG 482</td>
<td>GIScience II</td>
</tr>
<tr>
<td>GEOG 485</td>
<td>Remote Sensing I</td>
</tr>
<tr>
<td>GEOG 490</td>
<td>GIScience: [Topic]</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Advanced Geographic Information Systems</td>
</tr>
<tr>
<td>GEOG 493</td>
<td>Advanced Cartography</td>
</tr>
<tr>
<td>GEOG 494</td>
<td>Spatial Analysis</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>Geographic Data Analysis</td>
</tr>
<tr>
<td>GEOG 496</td>
<td>Location-Aware Systems</td>
</tr>
<tr>
<td>GEOG 498</td>
<td>Geospatial Project Design</td>
</tr>
<tr>
<td>CIS 210</td>
<td>Computer Science I</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Computer Science II</td>
</tr>
<tr>
<td>300- or 400-level course with a GEOG subject code not listed above (^1)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 48

1. Special topics include courses that are offered less frequently, but also qualify for credit when offered under the course number GIScience: [Topic] (GEOG 490). Topics include Web Mapping, Server GIS, Qualitative Spatial Reasoning, and Spatial Simulation.

2. Occasionally a course will be offered under the number 410, which denotes an experimental course. In the event that this course does count toward the major, it will be indicated as such on the course offerings sheet the term it is offered. Most courses will not count for the spatial data science and technology major, so please confirm with the undergraduate advisor before registering.

**Honors Programs**

The Department of Geography offers an honors option for its majors. More information is available on the department website (https://geography.uoregon.edu/undergrad/honors) or by contacting the undergraduate advisor, geogadvr@uoregon.edu.

**Minor Requirements**

- Upper-division GIScience course 4
- Upper-division biophysical geography course 4
- Upper-division human geography course 4
- Three geography courses 12

**Total Credits** 24

At least 16 credits must be taken for a letter grade and 12 credits must be upper division. Grades of C– or better or P must be earned in all geography courses applied to the minor.

**Second Majors**

Geography majors may also complete a second major in any field of the student’s choice. Two of the most common are environmental studies or environmental science—an excellent combination with geography because they offer grounding in the physical and human systems within which environmental issues are situated in a larger global context. For details about adding a second major, visit the department’s website.

**Internships in Geography**

Internships are unpaid off-campus work experiences. Students receive one credit for each three hours of participation as an intern; internships may be extended to a second term with prior departmental approval. Interns apply geographic concepts in the service of government, private industry, or nongovernmental organizations. Internships are initiated by students or may come at the suggestion of a faculty member or the request of an employer. Past interns have worked in the Eugene Planning and Development Department, the US Department of Agriculture Forest Service, Lane County Soil Conservation District, and many other organizations and agencies.

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.
# Bachelor of Arts in Geography

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 142</td>
<td>Human Geography</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 141</td>
<td>The Natural Environment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second term of first-year second-language sequence</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third term of first-year second-language sequence</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG Advanced Core elective</td>
<td>(201-214)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course for social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG Human Geography breadth course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 481</td>
<td>GIScience I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 391</td>
<td>Social Science Inquiry and Research</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOG 419</td>
<td>Professional Geographer</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Upper-division course with GEOG subject code</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division course with GEOG subject code</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division courses with GEOG subject code</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division courses with GEOG subject code</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division courses with GEOG subject code</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more information, please contact: Geography Information Office
The University of Oregon
277
Bachelor of Science in Geography

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 142</td>
<td>Human Geography</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>Group-satisfying course in arts and letters</td>
</tr>
<tr>
<td>Group-satisfying course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 141</td>
<td>The Natural Environment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td>Mathematics course</td>
</tr>
<tr>
<td>Group-satisfying course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 181</td>
<td>Our Digital Earth</td>
<td>4</td>
<td>Group-satisfying course in social science</td>
</tr>
<tr>
<td>Mathematics course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

| **Second Year** | | | |
| **Fall** | | | |
| GEOG Advanced Core elective | | 4 | (201-214) |
| Mathematics course | 4 | | Group-satisfying course in social science |
| Group-satisfying course in arts and letters | 4 | | |
| Elective course | 4 | | |
| **Credits** | | | 16 |
| **Winter** | | | |
| GEOG physical geography breadth course | 4 | | |
| Group-satisfying course in science | 4 | | |
| Group-satisfying course in social science | 4 | | |
| Group-satisfying course in arts and letters | 4 | | |
| **Credits** | | | 16 |

| **Third Year** | | | |
| **Fall** | | | |
| GEOG 481 | GIScience I | 4 | |
| Upper-division elective courses | 8 | | |
| Elective course | 4 | | |
| **Credits** | | | 16 |
| **Winter** | | | |
| GEOG 391 | Social Science Inquiry and Research | 4 | |
| GEOG 419 | Professional Geographer | 2 | |
| Upper-division elective course | 4 | | |
| Elective course | 4 | | |
| **Credits** | | | 16 |
| **Spring** | | | |
| Upper-division course with GEOG subject code | 4 | | |
| Upper-division elective course | 8 | | |
| Elective course | 4 | | |
| **Credits** | | | 16 |

| **Fourth Year** | | | |
| **Fall** | | | |
| Upper-division courses with GEOG subject code | 8 | | |
| Upper-division elective courses | 8 | | |
| **Credits** | | | 16 |
| **Winter** | | | |
| Upper-division course with GEOG subject code | 8 | | |
| Upper-division elective course | 4 | | |
| Elective course | 4 | | |
| **Credits** | | | 16 |
| **Spring** | | | |
| Upper-division course with GEOG subject code | 8 | | |
| Upper-division elective course | 4 | | |
Elective course

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

| 48          |

- Master of Arts
- Master of Science
- Doctor of Philosophy

### Graduate Studies

Graduate work leading to the master of arts (MA), master of science (MS), and doctor of philosophy (PhD) degrees is offered.

The department's graduate programs emphasize the natural environment; the interactions of environment and society; culture, politics, and space; geographic information system science; and geographic education. The master's and PhD programs closely follow the research interests of the geography faculty. Students follow an individualized program that includes courses and seminars in related disciplines.

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 training to geographic problems.

### Admission

The Department of Geography only accepts applications for admission fall term. Application materials should arrive by January 15 to be considered the following fall term. The department notifies applicants of the admission decision around April 1. Graduate teaching fellowships typically are awarded once a year, in April.

The department’s website has online application materials and information about the application process.

Applicants must submit scores from the Graduate Record Examinations general test. There is no minimum requirement for GRE scores.

International students whose native language is not English must submit results from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination from within five years of the application date. The Department of Geography requires a minimum score of 575 (paper-based) or 88 (Internet-based) for the TOEFL. The minimum overall band score on the academic module of the IELTS is 7.0. For more information about the TOEFL and IELTS examination, visit their respective websites.

For more information about the geography department graduate application process, visit geography.uoregon.edu/graduate/admissions.

### General Requirements

In both the master’s and the doctoral programs, students are expected to develop a broad background in the discipline of geography, in-depth knowledge in an area of emphasis, and the ability to conduct and report independent research, including the use of appropriate geographic techniques. The area of emphasis may combine more than one traditional subfield of geography. The PhD requires development of more in-depth knowledge in the area of emphasis and a substantial independent research project resulting in a dissertation.

### Area of Emphasis

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced biogeography</td>
</tr>
<tr>
<td>Advanced climatology</td>
</tr>
<tr>
<td>Advanced geomorphology</td>
</tr>
<tr>
<td>Hydrology and water resources</td>
</tr>
<tr>
<td>Fluvial geomorphology</td>
</tr>
<tr>
<td>Long-term environmental change</td>
</tr>
<tr>
<td>Climatological aspects of global change</td>
</tr>
<tr>
<td>Fire and natural disturbances</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environment and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental alteration</td>
</tr>
<tr>
<td>Geography, law, and the environment</td>
</tr>
<tr>
<td>Environment and development</td>
</tr>
<tr>
<td>Gender and environment</td>
</tr>
<tr>
<td>International water policy</td>
</tr>
<tr>
<td>North American historical landscapes</td>
</tr>
<tr>
<td>Political ecology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture, Politics, and Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political geography</td>
</tr>
<tr>
<td>Urban geography</td>
</tr>
<tr>
<td>Global migration</td>
</tr>
<tr>
<td>Cultural geography</td>
</tr>
<tr>
<td>Tourism and development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geographic Information System Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic information system science</td>
</tr>
<tr>
<td>Remote sensing</td>
</tr>
<tr>
<td>Advanced geographic information systems</td>
</tr>
<tr>
<td>Advanced cartography</td>
</tr>
<tr>
<td>Geographic data analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geographic Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research in geographic education</td>
</tr>
<tr>
<td>Preparing to teach Advanced Placement human geography</td>
</tr>
<tr>
<td>Geospatial technology for educators</td>
</tr>
<tr>
<td>Geography education assessment</td>
</tr>
</tbody>
</table>

The department also offers course work and faculty expertise in the American West, Europe (both West and East), the Middle East, Latin America, Asia, and Africa.

### Master's Degree Program

The master's degree in geography (MA or MS) emphasizes broad understanding of physical and human geography and basic geographic techniques. Students develop specialized research skills during work on the thesis.

The master of arts degree requires second-year university-level proficiency in a second language. Competency may be demonstrated by a standardized test or with adequate undergraduate course work. Competency in a foreign language or a computer language may be used
to meet the departmental language requirement for the master of science degree.

The master's degree option in geographic education is designed for teachers who have K–12 teaching licensure or are working toward their initial or continuing licensure. Most graduate students who take the geographic education option also have several years of teaching experience.

A committee of two geography faculty members supervises the research and writing of a master’s thesis that shows evidence of original research and writing.

Master of Arts in Geography

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 595</td>
<td>Geographic Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 608</td>
<td>Workshop: [Topic] (Thesis Writing)</td>
<td>2-16</td>
</tr>
<tr>
<td>GEOG 611–612 &amp; GEOG 613</td>
<td>Theory and Practice of Geography I-II and Research Design</td>
<td>12</td>
</tr>
</tbody>
</table>

Breadth Requirement

Five upper-division courses, with at least one and no more than two in each area of emphasis (physical geography, human geography, GIS science)

Total Credits 38-52

1. Core courses or their equivalents must be completed either during the program or prior to entering.
2. Must take course for 1 credit every winter and spring term the student is in residence.
3. Must be taken during the first year the graduate student is in residence.

Master of Science in Geography

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 595</td>
<td>Geographic Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 608</td>
<td>Workshop: [Topic] (Thesis Writing)</td>
<td>2-16</td>
</tr>
<tr>
<td>GEOG 611–612 &amp; GEOG 613</td>
<td>Theory and Practice of Geography I-II and Research Design</td>
<td>12</td>
</tr>
</tbody>
</table>

Breadth Requirement

Five upper-division courses, with at least one and no more than two in each area of emphasis (physical geography, human geography, GIS science)

Total Credits 38-52

1. Core courses or their equivalents must be completed either during the program or prior to entering.
2. Must take course for 1 credit every winter and spring term the student is in residence.

Doctoral Degree Program

The PhD program requires competent understanding of one of the systematic fields of geography and a broad understanding of geographic topics that enables the student to address and synthesize problems that cross the various fields of geography. While this program is designed to suit each individual’s background and interests, prospective candidates should pay attention to the systematic specialization and regional interests of the department’s faculty members before applying for admission.

The candidate may use Research: [Topic] (GEOG 601) and Reading and Conference: [Topic] (GEOG 605) to follow specific interests with individual members of the faculty. The PhD program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credits.

PhD Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 595</td>
<td>Geographic Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 608</td>
<td>Workshop: [Topic] (Thesis Writing)</td>
<td>2-16</td>
</tr>
<tr>
<td>GEOG 611–612 &amp; GEOG 613</td>
<td>Theory and Practice of Geography I-II and Research Design</td>
<td>12</td>
</tr>
</tbody>
</table>
Must be taken during the first year the graduate student is in residence.

### Additional Doctoral Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 607</td>
<td>Seminar: [Topic]</td>
<td>1-5</td>
</tr>
<tr>
<td>GEOG 607</td>
<td>Seminar: [Topic]</td>
<td>1-5</td>
</tr>
<tr>
<td>GEOG 603</td>
<td>Dissertation</td>
<td>1-16</td>
</tr>
</tbody>
</table>

1 At least 3 credits must be taken during the term the degree is granted. Every doctoral dissertation must be presented at a public lecture.

In addition, PhD students must complete a foreign language, programming, or skills requirement that entails completion of the foreign language or programming requirement for the master's degree in addition to one of the following:

1. Advanced knowledge of the foreign language used for the master’s requirement as demonstrated by successful completion of a third-year, university-level course sequence in that language that deals with composition and conversation, or passing an approved test of third-year language skills (such as the New York University School of Professional Studies Foreign Language Proficiency Exam)
2. Proficiency in a second foreign language at the level required for the master’s degree
3. Computer programming skills at the level required for the master’s degree
4. Completion of a research skills package typically consisting of four to five courses that cover a body of related methods and techniques useful in geographic research

PhD students must also complete a preparation in fields of specialization requirement that entails completion of courses and seminars recommended by the advisor or committee members.

After completing the appropriate course work, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing a comprehensive written examination. The comprehensive exam is an opportunity to demonstrate that the student:

- Can articulate core areas of expertise and situate the student’s overall research agenda in relation to these areas of expertise
- Understands and can defend major theoretical and methodological issues in these core research and teaching areas
- Has a sense of where those theories and methods stand in relation to major themes in contemporary and interdisciplinary scholarship

PhD students develop their own questions. These questions should focus on the three areas of expertise as identified in consultation between the student and advisor. At least three questions should be developed for each of the three areas. The committee may ask for more than three. At this point, the committee selects four examination questions. The committee may constrain, expand, or otherwise edit any of the student-written questions. The student has two weeks to write the responses (four to five pages to each question). Approximately one to three weeks after turning in the written responses, the student defends the responses orally. Please see the geography department’s Graduate Program Handbook for additional details.

Within nine months of completing the comprehensive examination, the student must present a dissertation proposal for approval by the student’s dissertation committee. The completed dissertation, the capstone of the doctoral program, presents the results of substantive and original research on a significant geographic problem. It is defended in a public oral presentation.

### Courses

#### GEOG 141. The Natural Environment. 4 Credits.
The earth’s physical landscapes, vegetation patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils.

#### GEOG 142. Human Geography. 4 Credits.
The spatial organization of humans and their activities on Earth’s surface. Cultural, political, and economic influences shaping places and their interconnections.

#### GEOG 181. Our Digital Earth. 4 Credits.
Exploring the emergence of geospatial data and technologies that are pervasive in our everyday lives and how they are shaping society.

#### GEOG 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

#### GEOG 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

#### GEOG 201. World Regional Geography. 4 Credits.
Introduction to the world’s cultural regions. Study of the cultural and environmental factors that make different parts of the world distinct.

#### GEOG 202. Geography of Europe. 4 Credits.
Physical and cultural processes that have shaped the rural and urban landscapes of Europe.

#### GEOG 204. Geography of Russia and Neighbors. 4 Credits.
Natural regions, major population groups, and the economic development of the former Union of Soviet Socialist Republics.

#### GEOG 205. Geography of Pacific Asia. 4 Credits.
Physical, cultural, and economic processes that have shaped the rural and urban landscapes of Pacific Asia.

#### GEOG 208. Geography of the United States and Canada. 4 Credits.
Historical and geographical analysis of the physical and human geography of the U.S. and Canada. Topics include physical regions, settlement patterns, economic development, and urbanization. Offered alternate years.

#### GEOG 209. Geography of the Middle East and North Africa. 4 Credits.
Physical and cultural processes that have shaped the rural and urban landscapes of the Middle East and North Africa.

#### GEOG 214. Geography of Latin America. 4 Credits.
Physical, cultural, and economic processes that have shaped the rural and urban character of Latin America.

#### GEOG 281. The World and Big Data. 4 Credits.
Explores technical foundations and social and economic applications of big data along the “5V” dimensions of volume, variety, velocity, veracity, and visualization.

#### GEOG 285. Mapping With Drones. 4 Credits.
Understanding and applying the technologies, theories, and skills needed to acquire and convert drone photography into mapping applications.
GEOG 321. Climatology. 4 Credits.
Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates. Prereq: GEOG 141.

GEOG 322. Geomorphology. 4 Credits.
Landforming processes with emphasis on mass movements, rivers, eolian, glacial, and coastal processes. Special fee. Prereq: GEOG 141 or GEOL 102 or 202.

GEOG 323. Biogeography. 4 Credits.
Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: one from GEOG 141, GEOL 103, 203, BI 370.

GEOG 341. Population and Environment. 4 Credits.
Patterns of population growth over history and place, current policies and programs, and impacts and trends in United States and international contexts. Includes method and theory.

GEOG 342. Geography of Globalization. 4 Credits.
Historical and geographical dimensions of globalization; emphasizes economic and social factors. Topics include multinationals, trade agreements, sustainability, global inequalities, and racial and gender divisions of labor.

GEOG 343. Society, Culture, and Place. 4 Credits.
Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs.

GEOG 360. Watershed Science and Policy. 4 Credits.
Physical and biological processes of watersheds; problems of land use, water quality, riparian zones, aquatic ecology; scientific basis of watershed management and policy. Special fee. Prereq: GEOG 141, or GEOL 102 or 202, or BI 130 or 213.

GEOG 361. Global Environmental Change. 4 Credits.
Natural and human-induced environmental changes and their impact on different environmental systems. Not available to those who have taken GEOG 143. Prereq: GEOG 141.

GEOG 369. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

GEOG 401. Research: [Topic]. 1-21 Credits.
Repeatable.

GEOG 403. Thesis. 1-12 Credits.
Repeatable.

GEOG 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

GEOG 406. Field Studies: [Topic]. 1-6 Credits.
Repeatable.

GEOG 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

GEOG 408. Workshop: [Topic]. 1-16 Credits.
Repeatable.

GEOG 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.

GEOG 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. Topics are listed in the class schedule each term.

GEOG 419. Professional Geographer. 2 Credits.
Explores the geographical perspective on world cultures and global issues, and prepares students how to articulate a spatial perspective and effectively communicate geographic training and skills to broader audiences.

GEOG 421. Advanced Climatology: [Topic]. 4 Credits.
Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Repeatable when topic changes. Prereq: GEOG 321.

GEOG 423. Advanced Biogeography: [Topic]. 4 Credits.
Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and palynological analysis. Special fee. Repeatable when topic changes. Prereq: GEOG 323.

GEOG 425. Hydrology and Water Resources. 4 Credits.
Emphasis on surface water including precipitation, evapotranspiration, surface runoff, and stream flow. Understanding and analysis of processes. Management for water supply and quality. Special fee. Prereq: GEOG 321 or 322; MATH 111.

GEOG 427. Fluvial Geomorphology. 4 Credits.
Hydraulics and hydrology of stream channels; channel morphology and processes; drainage network development; fluvial deposits and landforms; field and analytical methods. Required field trips. Special fee. Prereq: MATH 112; one from GEOG 322, GEOG 425, GEOL 334.

GEOG 430. Long-Term Environmental Change. 4 Credits.
Evolution of the physical landscape during the Quaternary period. Elements of paleoclimatology, paleoecology, and geomorphology. Required field trips. Special fee. Prereq: GEOG 321, 322, or 323.

GEOG 433. Fire and Natural Disturbances. 4 Credits.
Wildfire and other landscape disturbance processes, historical and current patterns of fire, use and management of fire. Offered alternate years. Prereq: BI 307 or GEOG 323 or BI 370.

GEOG 441. Political Geography. 4 Credits.
Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on landscapes. Prereq: Junior standing.

GEOG 442. Urban Geography. 4 Credits.
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: Junior standing.

GEOG 444. Cultural Geography. 4 Credits.
Patterns of culture as a force in human affairs. Dynamics of identity, place, and power. The creation of culture at different scales.

GEOG 445. Culture, Ethnicity, and Nationalism. 4 Credits.
Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Junior standing required.

GEOG 448. Tourism and Development. 4 Credits.
Tourism-related concepts and practices associated with tourism planning, development, marketing, and impacts in different geographic contexts.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 461</td>
<td>Environmental Alteration</td>
<td>4</td>
<td></td>
<td>Human alterations of the earth's major ecosystems. Consequences of human activity at different times and places with respect to soils, atmosphere, vegetation, landforms, and water. Prereq: Junior standing.</td>
</tr>
<tr>
<td>GEOG 463</td>
<td>Geography, Law, and the Environment</td>
<td>4</td>
<td></td>
<td>Values underlying American legal approaches to environmental issues; the role of laws in reflecting and shaping human understanding and use of the environment. Special fee. Prereq: Junior standing.</td>
</tr>
<tr>
<td>GEOG 466</td>
<td>Gender and Environment</td>
<td>4</td>
<td></td>
<td>How gender shapes understandings of and interactions with nature. Gender, science, and nature in Western thought; global environmental justice; population debates; feminist political ecology. Prereq: Junior standing.</td>
</tr>
<tr>
<td>GEOG 467</td>
<td>International Water Policy</td>
<td>4</td>
<td></td>
<td>Examines problems in water policy and governance in a global context. Draws on interdisciplinary perspectives, compares case studies, and analyzes institutions.</td>
</tr>
<tr>
<td>GEOG 468</td>
<td>Contemporary Food Systems</td>
<td>4</td>
<td></td>
<td>Explores contemporary food systems at local, national, and global scales. Emphasis on the political economy and sociocultural dynamics linking agriculture, food industries, and consumption.</td>
</tr>
<tr>
<td>GEOG 471</td>
<td>North American Historical Landscapes</td>
<td>4</td>
<td></td>
<td>Examines the origin and evolution of cultural landscapes in North America through historical and contemporary sources, and draws upon the local region for student projects. Prereq: Junior standing.</td>
</tr>
<tr>
<td>GEOG 475</td>
<td>Advanced Geography of Non-European-American</td>
<td>4</td>
<td></td>
<td>Repeatable. Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the non-European and American world. Repeatable when region changes.</td>
</tr>
<tr>
<td></td>
<td>Regions: [Topic]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 481</td>
<td>GIScience I</td>
<td>4</td>
<td>GEOG 482, 492</td>
<td>Introduction to geographic information science, geographic information systems (GIS), the current population survey (CPS), remote sensing, and cartography. Sequence with GEOG 482/582, 491/591. Prereq: GEOG 481.</td>
</tr>
<tr>
<td>GEOG 482</td>
<td>GIScience II</td>
<td>4</td>
<td>GEOG 481</td>
<td>Spatial data collection, spatial data models, database design, data editing, geographic information system (GIS) project management, and advanced topics in geographic information science. Sequence with GEOG 481/581, 491/591, 493/593. Prereq: GEOG 481.</td>
</tr>
<tr>
<td>GEOG 485</td>
<td>Remote Sensing I</td>
<td>4</td>
<td>GEOG 481</td>
<td>Introduction to remote sensing science including its physical basis, instruments, platforms, data, processing methods, and applications. Sequence with GEOG 486/586. Prereq: GEOG 481.</td>
</tr>
<tr>
<td>GEOG 490</td>
<td>GIScience: [Topic]</td>
<td>4</td>
<td>GEOG 481</td>
<td>Repeatable. Advanced topics on geographic information systems science including spatial analysis and modeling, data visualization, cartography, volunteered geographic information, GIS programming. Repeatable five times for a maximum of 24 credits. Prereq: GEOG 481 or GEOG 311.</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Advanced Geographic Information Systems</td>
<td>4</td>
<td>GEOG 481</td>
<td>Socioeconomic analysis with geographic information systems (GIS) and the U.S. census, network modeling, 3-D models of natural and urban landscapes, web-based GIS and programming. Sequence with GEOG 481/581, 482/582. Prereq: GEOG 482.</td>
</tr>
<tr>
<td>GEOG 493</td>
<td>Advanced Cartography</td>
<td>4</td>
<td>GEOG 481</td>
<td>Map design and production methods; use of color, cartographic visualization, graphing, data graphics theory, and integration of geographic information systems (GIS) and graphics tools. Sequence with GEOG 481/581, 482/582. Prereq: GEOG 481.</td>
</tr>
<tr>
<td>GEOG 494</td>
<td>Spatial Analysis</td>
<td>4</td>
<td>GEOG 481</td>
<td>Introduction to a variety of spatial analysis techniques that can be used for understanding and modeling geographic phenomena. Series. Prereq: GEOG 481.</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>Geographic Data Analysis</td>
<td>4</td>
<td>GEOG 481</td>
<td>Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches. Prereq: GEOG 481.</td>
</tr>
<tr>
<td>GEOG 496</td>
<td>Location-Aware Systems</td>
<td>4</td>
<td>GEOG 481</td>
<td>Explores technical fundamentals of location-aware systems, such as location models and location-based services, as well as challenges such as user privacy. Prereq: GEOG 481.</td>
</tr>
<tr>
<td>GEOG 497</td>
<td>Qualitative Methods in Geography</td>
<td>4</td>
<td>GEOG 481</td>
<td>Explores conceptual and practical dimensions of qualitative research. Includes linking theory and method; research question formulation; project design; ethics; data gathering, analysis, and presentation. Prereq: GEOG 341, 342, or 343.</td>
</tr>
<tr>
<td>GEOG 498</td>
<td>Geospatial Project Design</td>
<td>4</td>
<td>GEOG 481</td>
<td>Introduction to methods for designing and implementing professional projects involving geospatial data, technologies, and analytical methods. Prereq: GEOG 481.</td>
</tr>
<tr>
<td>GEOG 503</td>
<td>Thesis</td>
<td>1-16</td>
<td>GEOG 481</td>
<td>Repeatable.</td>
</tr>
<tr>
<td>GEOG 507</td>
<td>Seminar: [Topic]</td>
<td>1-5</td>
<td>GEOG 481</td>
<td>Repeatable.</td>
</tr>
<tr>
<td>GEOG 508</td>
<td>Workshop: [Topic]</td>
<td>1-16</td>
<td>GEOG 481</td>
<td>Repeatable.</td>
</tr>
<tr>
<td>GEOG 510</td>
<td>Experimental Course: [Topic]</td>
<td>1-4</td>
<td>GEOG 481</td>
<td>Repeatable. Topics are listed in the class schedule each term.</td>
</tr>
<tr>
<td>GEOG 521</td>
<td>Advanced Climatology</td>
<td>4</td>
<td>GEOG 481</td>
<td>Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Repeatable when topic changes.</td>
</tr>
</tbody>
</table>
GEOG 523. Advanced Biogeography: [Topic]. 4 Credits.
Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and palynological analysis. Special fee. Repeatable when topic changes.

GEOG 525. Hydrology and Water Resources. 4 Credits.
Emphasis on surface water including precipitation, evapotranspiration, surface runoff, and stream flow. Understanding and analysis of processes. Management for water supply and quality. Special fee.

GEOG 527. Fluvial geomorphology. 4 Credits.
Hydraulics and hydrology of stream channels; channel morphology and processes; drainage network development; fluvial deposits and landforms; field and analytical methods. Required field trips. Special fee.

GEOG 530. Long-Term Environmental Change. 4 Credits.
Evolution of the physical landscape during the Quaternary period. Elements of paleoclimatology, paleoecology, and geomorphology. Required field trips. Special fee.

GEOG 533. Fire and Natural Disturbances. 4 Credits.
Wildfire and other landscape disturbance processes, historical and current patterns of fire, use and management of fire. Offered alternate years.

GEOG 541. Political Geography. 4 Credits.
Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on landscapes.

GEOG 542. Urban Geography. 4 Credits.
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.

GEOG 544. Cultural Geography. 4 Credits.
Patterns of culture as a force in human affairs. Dynamics of identity, place, and power. The creation of culture at different scales.

GEOG 545. Culture, Ethnicity, and Nationalism. 4 Credits.
Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups.

GEOG 548. Tourism and Development. 4 Credits.
Tourism-related concepts and practices associated with tourism planning, development, marketing, and impacts in different geographic contexts.

GEOG 561. Environmental Alteration. 4 Credits.
Human alterations of the earth's major ecosystems. Consequences of human activity at different times and places with respect to soils, atmosphere, vegetation, landforms, and water.

GEOG 563. Geography, Law, and the Environment. 4 Credits.
Values underlying American legal approaches to environmental issues; the role of laws in reflecting and shaping human understanding and use of the environment. Special fee.

GEOG 565. Environment and Development. 4 Credits.

GEOG 566. Gender and Environment. 4 Credits.
How gender shapes understandings of and interactions with nature. Gender, science, and nature in Western thought; global environmental justice; population debates; feminist political ecology.

GEOG 567. International Water Policy. 4 Credits.
Examines problems in water policy and governance in a global context. Draws on interdisciplinary perspectives, compares case studies, and analyzes institutions.

GEOG 568. Contemporary Food Systems. 4 Credits.
Explores contemporary food systems at local, national, and global scales. Emphasis on the political economy and sociocultural dynamics linking agriculture, food industries, and consumption.

GEOG 571. North American Historical Landscapes. 4 Credits.
Examines the origin and evolution of cultural landscapes in North America through historical and contemporary sources, and draws upon the local region for student projects.

GEOG 575. Advanced Geography of Non-European-American Regions: [Topic]. 4 Credits.
Repeatable. Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the non-European and American world. Repeatable when region changes.

GEOG 581. GIScience I. 4 Credits.
Introduction to geographic information science, geographic information systems (GIS), the current population survey (CPS), remote sensing, and cartography. Sequence with GEOG 482/582, 491/591.

GEOG 582. GIScience II. 4 Credits.
Spatial data collection, spatial data models, database design, data editing, geographic information system (GIS) project management, and advanced topics in geographic information science. Sequence with GEOG 481/581, 491/591, 493/593.
Prereq: GEOG 581.

GEOG 585. Remote Sensing I. 4 Credits.
Introduction to remote sensing science including its physical basis, instruments, platforms, data, processing methods, and applications. Sequence with GEOG 486/586.
Prereq: GEOG 581.

GEOG 586. Remote Sensing II. 4 Credits.
The use of digital electromagnetic data for classification, mapping, and monitoring biologic, hydrologic, atmospheric, geologic, and human processes and environmental change. Sequence with GEOG 485/585.
Prereq: GEOG 585.

GEOG 590. GIScience: [Topic]. 4 Credits.
Advanced topics on geographic information systems science including spatial analysis and modeling, data visualization, cartography, volunteered geographic information, GIS programming. Repeatable five times for a maximum of 24 credits.
Prereq: GEOG 581.

GEOG 591. Advanced Geographic Information Systems. 4 Credits.
Socioeconomic analysis with geographic information systems (GIS) and the U.S. census, network modeling, 3-D models of natural and urban landscapes, web-based GIS and programming. Sequence with GEOG 481/581, 482/582.
Prereq: GEOG 582.

GEOG 593. Advanced Cartography. 4 Credits.
Map design and production methods; use of color, cartographic visualization, graphing, data graphics theory, and integration of geographic information systems (GIS) and graphics tools. Sequence with GEOG 481/581, 482/582.
Prereq: GEOG 582.
GEOG 594. Spatial Analysis. 4 Credits.
Introduction to a variety of spatial analysis techniques that can be used for understanding and modeling geographic phenomena. Series. Prereq: GEOG 581.

GEOG 595. Geographic Data Analysis. 4 Credits.
Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches. Prereq: GEOG 581.

GEOG 596. Location-Aware Systems. 4 Credits.
Explores technical fundamentals of location-aware systems, such as location models and location-based services, as well as challenges such as user privacy. Prereq: GEOG 581.

GEOG 597. Qualitative Methods in Geography. 4 Credits.
Explores conceptual and practical dimensions of qualitative research. Includes linking theory and method; research question formulation; project design; ethics; data gathering, analysis, and presentation. Prereq: GEOG 581.

GEOG 598. Geospatial Project Design. 4 Credits.
Introduction to methods for designing and implementing professional projects involving geospatial data, technologies, and analytical methods. Prereq: GEOG 581.

GEOG 601. Research: [Topic]. 1-16 Credits.
Repeatable.

GEOG 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

GEOG 603. Dissertation. 1-16 Credits.
Repeatable.

GEOG 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

GEOG 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

GEOG 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

GEOG 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

GEOG 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

GEOG 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

GEOG 611. Theory and Practice of Geography I. 4 Credits.
Introduction to professional practice in geography and the development of geographic concepts and theories from Ancient times through the mid-twentieth century. Sequence with GEOG 612, 613.

GEOG 612. Theory and Practice of Geography II. 4 Credits.
The development of geographic concepts and theories from the mid-20th century to the present. Students learn to refine effective geographic research questions. Sequence with GEOG 611 and 613. Prereq: GEOG 611.

GEOG 613. Research Design. 4 Credits.
Examines main components of research design, including research questions, methodological approach, institutional review boards, funding programs, proposal writing, and application. Sequence with GEOG 611 and 612. Prereq: GEOG 612.

GEOG 631. Progress in Physical Geography. 1 Credit.
Recent developments in climatology, geomorphology, hydrology, and biogeography. Lectures, readings, and presentation of faculty and student works in progress. Repeatable for maximum of 12 credits.

GEOG 632. Progress in Human Geography. 1 Credit.
Recent developments in cultural, economic, environmental and political geography. Lectures, readings, and presentation of faculty and student works in progress. Repeatable for maximum of 12 credits.

GEOG 633. Progress in Geographic Information Science. 1 Credit.
Recent developments in cartography, GIS, remote sensing, data analysis, and visualization. Lectures, readings, and presentation of faculty and student works in progress. Repeatable for maximum of 12 credits.

German and Scandinavian

Dorothee Ostmeier, Department Head
541-346-4245
202 Friendly Hall
1250 University of Oregon
Eugene, Oregon 97403-1250

The Department of German and Scandinavian offers a range of courses and degree programs, from instruction in beginning languages through the study of the literature and cultures of German-, Danish-, Finnish-, Swedish-, and Norwegian-speaking countries. Students may earn a bachelor of arts (BA) degree in German with a focus on language, literature, and culture, interdisciplinary German studies, or Scandinavian; master of arts (MA) and doctor of philosophy (PhD) degrees are available in German. The Department of German and Scandinavian offers the only program in the state of Oregon that grants a PhD in German.

Scholarships
The Department of German and Scandinavian administers scholarships for undergraduate and graduate students majoring in German.

- The Herbert Merker Scholarship is awarded annually to the benefit of one or more undergraduate majors.
- The Plant German Undergraduate Scholarship benefits at least one deserving undergraduate annually.
- The Philip and Teresa Hansen Germanic Languages and Literatures Scholarship Fund award is given annually to two students nominated by members of the faculty.
- The Beth Maveety Study Abroad Scholarship is awarded each year to a student for continued study in Germany; preference is given to students who intend to teach German.
- The Anderson Scandinavian Studies Award is granted to promising undergraduate or graduate students for studying in Scandinavian countries.
- The Leona M. Kail Scholarship is awarded every other year to one or more undergraduate majors.
- The Roger Nicholls Memorial Endowment Fund award is granted to an outstanding beginning graduate student in German.
- The Philip Hansen Graduate Fellowship in German and Scandinavian is awarded annually to a graduate student nominated by the faculty.
- The Astrid M. Williams Fellowship is awarded to advanced doctoral students of German nominated by the faculty.

Please contact departmental advisors for more information.
European Studies Minor

Some courses may be applied to the European studies minor. See the European Studies section of this catalog for more information.

Study Abroad

Germany

The department encourages students of German to study in Germany on one of the University of Oregon–sponsored exchange programs—the yearlong Baden-Württemberg program or the spring intensive German-language program in Tübingen. Study for one or two months in summer is also available in Berlin. Students may also study for one or two terms in Vienna. We encourage all students to study abroad or to attend summer school programs such as the Deutsche Sommerschule am Pazifik in Portland.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Study Abroad in the Supplementary Academic Programming section of this catalog.

For more information, students should consult departmental representatives and the International Affairs office. Students working toward a German major or minor must consult an undergraduate advisor before beginning any study abroad program in order to ensure that departmental requirements can be met.

German majors with a focus in language, literature, and culture must complete six courses on the UO campus, two of which must be 400-level courses with the GER subject code, unless they intend to graduate in absentia while enrolled through the Baden-Württemberg program. German majors with a focus on interdisciplinary German Studies must complete three courses on the UO campus, one of which must have a GER subject code.

Denmark, Finland, Norway, and Sweden

Students in Scandinavian are strongly encouraged to spend a year studying in an exchange program at Denmark’s International Study Program in Copenhagen, at Copenhagen Business School, at Aalborg University in Denmark, at the University of Tampere in Finland, at the University of Bergen or the University of Oslo in Norway, or at the University of Uppsala in Sweden. For more information, consult departmental advisors in Scandinavian.

Faculty


Kenneth S. Calhoon, professor (Enlightenment, Romanticism, literary and film history and theory). See Comparative Literature.


Matthias Vogel, senior instructor (second-language acquisition); language coordinator, German language programs; coordinator, German Global Scholars. BA, 1993, Johannes Gutenberg, Mainz; MA, 1996, Oregon. (2011)

Emeriti


James R. McWilliams, associate professor emeritus. BA, 1951, MA, 1957, PhD, 1963, California, Berkeley. (1960)


Ingrid A. Weatherhead, senior instructor emerita. BA, 1950, MA, 1951, Puget Sound. (1962)


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

Bachelor of Arts: German Language, Literature, and Culture

Bachelor of Arts: Scandinavian focus

Minor in German (p.)

Minor in Scandinavian

Undergraduate Studies

The Department of German and Scandinavian offers a bachelor of arts (BA) degree with a major in German. Students may focus their studies by emphasizing German language, literature, and culture; Scandinavian; or German studies. The Department of German and Scandinavian also
offers a combined bachelor of arts–master of arts degree in German. In this program, students complete the requirements for both degrees in a total of five years. For further information, see the Graduate Studies section.

**Preparation**

German majors and minors must demonstrate German language proficiency through successful completion of second-year German or a placement examination. Incoming students with experience in German must take the placement examination during registration week to help with proper placement.

**Careers**

A bachelor’s degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, tourism, and translation and editorial work. Recent graduates of the department have been successful applicants to schools of law and business as well as graduate programs in German, Scandinavian, linguistics, history, comparative literature, and international studies. Majors planning to pursue graduate studies are encouraged to write an honors thesis.

**Major Requirements**

Students intending to major with a focus in German language, literature, and culture or interdisciplinary German studies must first acquire proficiency in the German language, typically demonstrated by satisfactory completion of the third term of Second-Year German (GER 203) or the second term of Intensive Second-Year German (GER 205), or a placement exam. Thereafter, students may begin to take upper-division courses taught in German.

The department does not accept a grade of C– or lower in any course. Upper-division courses taught in German.

**German Language, Literature, and Culture Focus**

Five upper-division German language courses  
Seven upper-division German literature and culture courses  
German advising conference workshop  

Total Credits  

1 May be taken pass/no pass.

Of the requirements listed in the first two rows, the following must apply:

- Six courses must be taken in the UO Department of German and Scandinavian
- At least four courses must be 400-level courses with the GER subject code, two of which must be taken at the University of Oregon; one of the two must be in literature, culture, or theory
- One course may be taken pass/no pass
- Only one course taught in English may count toward the major

The following courses may not be used to satisfy major requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 199</td>
<td>Special Studies: [Topic]</td>
<td>1-5</td>
</tr>
<tr>
<td>GER 405</td>
<td>Reading and Conference: [Topic]</td>
<td>1-16</td>
</tr>
<tr>
<td>GER 406</td>
<td>Special Problems: [Topic]</td>
<td>1-16</td>
</tr>
<tr>
<td>GER 408</td>
<td>Workshop: [Topic]</td>
<td>1-16</td>
</tr>
</tbody>
</table>

1 4 credits of Practicum: Teaching Internship (GER 409) will satisfy a requirement for the major or minor.

Since all courses are not offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate German advisors.

**Scandinavian Focus**

*Due to a lack of funding, the department is currently unable to offer courses in Danish, Finnish, and Norwegian.*

One topical upper-division course from related field (advisor approved)  
Three upper-division courses in one Scandinavian language or equivalent  
Eight upper-division Scandinavian literature and culture courses  
German advising conference workshop  

Total Credits  

1 If upper-division Scandinavian language courses are not offered, the student may earn credit through:
- successfully completing third-year language courses abroad
- successfully completing the study of a related or relevant language (German, Latin, French)
- successfully completing a study of Old Norse
- substituting three additional upper-division Scandinavian courses

Please see advisor for guidance.

2 Two of the eight courses may be culture and civilization courses.

3 May be taken pass/no pass.

Of the requirements listed above, the following must apply:

- Three courses must be taken in the UO Department of German and Scandinavian
- One course may be taken pass/no pass

Proficiency in a Scandinavian language is required, demonstrated either by evaluation by the Scandinavian advisor or by successful completion, with grades of mid-C or better, of the final terms of Second-Year Finnish, Second-Year Danish, Second-Year Norwegian, or Second-Year Swedish (SWED 203). Students who want to study in Denmark, Finland, Norway, or Sweden should plan their course work carefully in consultation with a departmental undergraduate advisor in Scandinavian.

**German Studies Focus**

The German studies focus combines advanced language training and German literature courses in an interdisciplinary program that includes courses in history, philosophy, political science, art history, music, religious studies, and Judaic studies. The focus is described in the German Studies section of this catalog.

**Honors**

To earn a bachelor of arts degree with departmental honors, a student must maintain at least a 3.50 grade point average (GPA) and write an
honors essay or thesis approved by the departmental honors committee for 4 credits in Thesis (GER 403).

**Minor in German**

The German minor correlates well with studies that have an international or European concentration. It is particularly useful for students of international studies, international business, European history, medieval studies, sociology, political science, journalism, linguistics, art history, music history, other languages, theater, and related fields.

Seven upper-division German courses  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 199</td>
<td>Special Studies: [Topic]</td>
<td>NaN</td>
</tr>
<tr>
<td>GER 405</td>
<td>Reading and Conference: [Topic]</td>
<td>NaN</td>
</tr>
<tr>
<td>GER 406</td>
<td>Special Problems: [Topic]</td>
<td>NaN</td>
</tr>
<tr>
<td>GER 408</td>
<td>Workshop: [Topic]</td>
<td>NaN</td>
</tr>
<tr>
<td>GER 470</td>
<td>German for Reading Knowledge I</td>
<td>4</td>
</tr>
<tr>
<td>GER 471</td>
<td>German for Reading Knowledge II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 28

1 May include courses in language, literature, or culture. Only one course taught in English may be applied to the minor. No courses from other departments count toward the minor in German. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. One course may be taken pass/no pass. At least 12 credits must be taken in the UO Department of German and Scandinavian.

The following courses may not be used to satisfy minor requirements:

- GER 199 Special Studies: [Topic]
- GER 405 Reading and Conference: [Topic]
- GER 406 Special Problems: [Topic]
- GER 408 Workshop: [Topic]
- GER 470 German for Reading Knowledge I
- GER 471 German for Reading Knowledge II

**Minor in Scandinavian**

The Scandinavian minor correlates well with studies that have an international or European concentration. It is particularly useful for students of international business, European history, sociology, political science, theater arts, and art history.

Three upper-division language courses or equivalent in one Scandinavian language 12

Three upper-division Scandinavian literature courses 12

Upper-division Scandinavian culture course  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 199</td>
<td>Special Studies: [Topic]</td>
<td>NaN</td>
</tr>
<tr>
<td>GER 405</td>
<td>Reading and Conference: [Topic]</td>
<td>NaN</td>
</tr>
<tr>
<td>GER 406</td>
<td>Special Problems: [Topic]</td>
<td>NaN</td>
</tr>
<tr>
<td>GER 408</td>
<td>Workshop: [Topic]</td>
<td>NaN</td>
</tr>
<tr>
<td>GER 470</td>
<td>German for Reading Knowledge I</td>
<td>4</td>
</tr>
<tr>
<td>GER 471</td>
<td>German for Reading Knowledge II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 28

1 If upper-division Scandinavian language courses are not offered, the student may earn credit through
   - successfully completing third-year language courses abroad
   - successfully completing the study of a related or relevant language (German, Latin, French)
   - successfully completing a study of Old Norse
   - substituting three additional upper-division Scandinavian courses

Please see advisor for guidance.

Grades of at least mid-C or P (pass) must be earned to satisfy requirements for the minor. One course may be taken pass/no pass. At least three courses (12 credits) must be taken in the UO Department of German and Scandinavian.

The minor requires proficiency in a Scandinavian language, demonstrated either by evaluation by the Scandinavian advisor or by successful completion, with grades of mid-C or better, of the final terms of Second-Year Finnish, Second-Year Danish, Second-Year Norwegian, or Second-Year Swedish (SWED 203).

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisors in Scandinavian.

**Minor in German Studies**

The minor in interdisciplinary German studies is described in the German Studies section of this catalog.

**General-Education Requirements**

The Department of German and Scandinavian offers many courses, including several taught in English, that satisfy university general-education requirements. See the Group Requirements and Multicultural Requirement sections of this catalog under Bachelor's Degree Requirements (p. 907).

**Kindergarten through Secondary Teaching Careers**

Students who complete the BA degree with a major in German are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching, or the fifth-year licensure program to become an elementary teacher. More information is available from the department's education advisors; see also the College of Education section of this catalog.

Some German courses may be applied to requirements for the certificate in second-language acquisition and teaching. See the Linguistics section of this catalog for a description of the certificate. More information is available from department advisors.

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- German Language, Literature, and Culture Focus (p. )
- German Studies Focus (p. )
- Scandinavian Focus

**Bachelor of Arts in German: German Language, Literature, and Culture Focus**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**Bachelor of Arts in German: German Studies Focus**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
</tbody>
</table>

**Bachelor of Arts in German: Scandinavian Focus**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>Credits</td>
<td>0</td>
</tr>
</tbody>
</table>
Graduate Studies

The graduate program in German offers the master of arts (MA) in German, either through a regular two-year program or through a combined BA-MA program that enables students to complete the requirements for both the BA and the MA in German in five years. The program also offers the doctor of philosophy (PhD) degree in German, for which applicants may apply either with a BA or an MA already earned. The requirements for the PhD include one year of graded course work past the MA level and a written dissertation. The MA degree prepares students for teaching German language and culture up through the secondary-school level (in conjunction with teacher certification), while the PhD degree, as the highest degree in the field, is generally expected for an academic career involving both research and teaching.

The graduate curriculum acquaints students with the history of German letters (with a primary focus on modernity since the enlightenment), places this history in a European context, and provides tools for a critical analysis of the literary, theoretical, and cinematic discourses involved. The program encourages comparative, theoretically oriented work.

Core Curriculum

Students take one course each term. These courses are grouped according to common themes to give the program a topical and critical coherence. Core courses are paired with seminars of related or complementary content, and students are encouraged to explore connections between courses.

In the first year, core courses address a specific genre (narrative, drama, and lyric). While their content may vary with the instructor, they are intended to present in general terms the history of the genre itself and of critical thinking about that genre. In the second year, core courses have less traditional themes and present a broader concept of textuality.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 621 Narrative</td>
<td>4</td>
</tr>
<tr>
<td>GER 622 Drama</td>
<td>4</td>
</tr>
<tr>
<td>GER 623 Lyric</td>
<td>4</td>
</tr>
<tr>
<td>GER 624 Critical and Philosophical Prose</td>
<td>4</td>
</tr>
<tr>
<td>GER 625 Translations-Transformations</td>
<td>4</td>
</tr>
<tr>
<td>GER 690 Literary Studies: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Acquaints students with important aspects of German philosophical discourse since Kant.
2. Presents the theory and practice of translation. "Transformations" is added to suggest that translation is not limited to written texts (e.g., the sister arts, literature into film).
3. Various topics in research methods, literary theory, history of German literature, and advanced methodology.

Beyond course work, the program features close mentoring, including guidance for developing portfolio papers that expand on writing done for courses, and, at the PhD level, a dissertation-writing colloquium in which students and faculty members join in responding to ongoing dissertation work by students in the program.

Students should consult the director of graduate studies in the German and Scandinavian department for more information on graduate programs. Information and application materials are also available on the department website.

Graduate Specialization in Translation Studies

Students may choose to complete a graduate specialization in translation studies. Translation studies examines the theory, description, and practice of translation, interpretation, and localization between languages and language-users. The specialization offers graduate students the opportunity to receive recognition for work in this complex academic
discipline. For requirements, visit translationstudies.uoregon.edu/graduate-specialization.

Courses

**DANE 199. Special Studies: [Topic]. 1-5 Credits.** Repeatable.

**DANE 399. Special Studies: [Topic]. 1-5 Credits.** Repeatable.

**DANE 401. Research: [Topic]. 1-16 Credits.** Repeatable.

**DANE 403. Thesis. 1-12 Credits.** Repeatable.

**DANE 405. Reading and Conference: [Topic]. 1-16 Credits.** Repeatable.

**DANE 409. Practicum: [Topic]. 1-16 Credits.** Repeatable.

Courses

**FINN 199. Special Studies: [Topic]. 1-5 Credits.** Repeatable.

Courses

**GER 101. First-Year German. 5 Credits.**
Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language. Sequence.

**GER 102. First-Year German. 5 Credits.**
Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language.
Prereq: GER 101 or GER 104.

**GER 103. First-Year German. 5 Credits.**
Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language.
Prereq: GER 102.

**GER 104. Intensive First-Year German. 7 Credits.**
Covers the same work as GER 101, 102, 103. Sequence with GER 105. Offered only during summer session.

**GER 196. Field Studies: [Topic]. 1-2 Credits.** Repeatable.

**GER 198. Workshop: [Topic]. 1-2 Credits.** Repeatable.

**GER 199. Special Studies: [Topic]. 1-5 Credits.** Repeatable.

**GER 201. Second-Year German. 4 Credits.**
Grammar and composition, reading selections from representative authors, conversation. Sequence.
Prereq: GER 103 or 105 or equivalent.

**GER 202. Second-Year German. 4 Credits.**
Grammar and composition, reading selections from representative authors, conversation.
Prereq: GER 201 or GER 204.

**GER 203. Second-Year German. 4 Credits.**
Grammar and composition, reading selections from representative authors, conversation.
Prereq: GER 202.

**GER 204. Intensive Second-Year German. 6 Credits.**
Covers the same work as GER 201, 202, 203. Sequence with GER 205. Offered only during summer session.
Prereq: GER 103, 105, or equivalent.

**GER 205. Intensive Second-Year German. 6 Credits.**
Covers the same work as GER 201, 202, 203. Sequence with GER 204. Offered only during summer session.
Prereq: GER 202, 204, or equivalent.

**GER 206. Law in Literature. 4 Credits.**
Introduction to German literature and key concepts of Germany's legal tradition with a focus on the connection between legal codes and their representations in fiction.

**GER 220M. From Kierkegaard to Kafka. 4 Credits.**
Survey of the existential tradition in German and Scandinavian literature, philosophy, drama, and film. Historical and conceptual developments are considered, from Kierkegaard to Kafka. Taught in English. Multilisted with SCAN 220M.

**GER 221. Postwar Germany: Nation Divided. 4 Credits.**
Introduction to literary and cultural movements of public dissent, including 1960s student revolutions, in postwar Germany. Conducted in English.

**GER 222. Voices of Dissent in Germany. 4 Credits.**
Key debates in German culture, including the adequate representation of the Holocaust, literature in society, and the roles of ethnic and gender identities within the nation. Conducted in English.

**GER 223. Germany: A Multicultural Society. 4 Credits.**
Examines the multiethnic complexities of German, Austrian, and/or Swiss societies through the writings of African, Turkish, or Jewish Germans. Period of focus varies. Conducted in English.

**GER 250. The Culture of Money. 4 Credits.**
Explores ideas about money, value, and exchange in German-speaking cultures from selected moments in modern history through readings of literature, philosophy, and the arts. Series with GER 251, GER 252.

**GER 251. Sexuality. 4 Credits.**
Examines discourses on sexuality (e.g., sexual norms, gender roles, and divergences from them) in modern German, Austrian, and Swiss-German contexts through literature, essays, and films. Series with GER 250, GER 252.

**GER 252. War, Violence, Trauma. 4 Credits.**
Examines works of literature, thought, art, music, and film on subjects of war, violence, and trauma in German and Austrian cultural history during one or more selected postmedieval epochs. Series with GER 250, GER 251.

**GER 311. Intermediate Language Training. 4 Credits.**
Extensive practice in speaking and writing German; complex grammatical structures in writing.
Prereq: GER 203, GER 205, or equivalent.

**GER 312. Intermediate Language Training. 4 Credits.**
Extensive practice in speaking and writing German; complex grammatical structures in writing.
Prereq: GER 203, GER 205, or equivalent.
GER 313. Intermediate Language Training. 4 Credits.
Extensive practice in speaking and writing German; complex grammatical structures in writing. Option during 313 to take the Zertifikat Deutsch exam.
Prereq: GER 312.

GER 317. Study in Germany. 4 Credits.
Intensive grammar review in preparation for German exchange programs and upper-division German courses. Introduces contemporary ideas about German culture, history, architecture through journals and magazines.
Pre- or coreq: GER 203 or equivalent.

GER 340. Introduction to German Culture and Society. 4 Credits.
Writings by such figures as Kant, Marx, Freud, and Weber. The emergence of Germany as a cultural and political entity explored through literature, film, and art. Readings, discussion, and written assignments in German. Offered alternate years.
Prereq: GER 311.

GER 341. Introduction to German Culture and Society. 4 Credits.
Writings by such figures as Kant, Marx, Freud, and Weber. The German crisis of modernization. Readings, discussion, and written assignments in German. Offered alternate years.
Prereq: GER 311.

GER 350. Genres in German Literature. 4 Credits.
Studies on such genres in German literature as Novelle, 20th-century drama, political poetry. No knowledge of German required; readings and discussions in English.

GER 351. Diversity in Germany. 4 Credits.
Examines the social construction of identity in German literature and culture. Addresses topics of plural voices and tolerance in German-speaking cultures. Topics vary. Conducted in English.

GER 352. Authors in German Literature. 4 Credits.
Representative works by writers such as Lessing, Schiller, Hoffmann, Brentano, Droste-Hulshoff, Kafka, Fleisser, Brecht, and Nietzsche. No knowledge of German required; readings and discussions in English.

GER 354. German Gender Studies. 4 Credits.
Student oral presentations and written papers on such topics as men and women writers of German romanticism, mothers and daughters in German literature, comparison of men and women dramatists. No knowledge of German required; readings and discussions in English.

GER 355. German Cinema: History, Theory, Practice. 4 Credits.
In-depth analysis of various facets of German cinema. Topics include film and the Third Reich, cinema and technology, German filmmakers in American exile, German New Wave. Conducted in English.

GER 356. German Fairy Tales. 1-4 Credits.
The German fairy tale in historical and theoretical context, from the Brothers Grimm and romantic tales to adaptations by Tchaikovsky and Sendak. Taught in English.

GER 357. Nature, Culture, and the Environment. 4 Credits.
Introduction to the contributions German writers, philosophers, scientists, and artists have made to changing notions of nature and its supposed opposition to culture. Offered alternate years.

GER 360. Introduction to German Literature: Poetry, Plays, Prose. 4 Credits.
Introduction to textual analysis—poetry, plays, and prose from 1800 to the present—in the context of major literary movements (romanticism, realism, modernism) and their social determinants. Focus on genre: poetry, plays, and prose.
Prereq: GER 311.

GER 361. Introduction to German Literature: Literary Movements. 4 Credits.
Introduction to textual analysis—poetry, plays, and prose from 1800 to the present—in the context of major literary movements (romanticism, realism, modernism) and their social determinants. Focus on literary movements.
Prereq: GER 311.

GER 362. Introduction to German Literature: Interpretive Models. 4 Credits.
Introduction to textual analysis—poetry, plays, and prose from 1800 to the present—in the context of major literary movements (romanticism, realism, modernism) and their social determinants. Focus on interpretive models.
Prereq: GER 311.

GER 366. Themes in German Literature. 4 Credits.
Significant literary texts organized by theme—crime and society, travels and explorations, nature and technology, relationships between the sexes, the Nazi past.
Prereq: GER 311.

GER 367. Themes in German Literature. 4 Credits.
Significant literary texts organized by theme—crime and society, travels and explorations, nature and technology, relationships between the sexes, the Nazi past.
Prereq: GER 311.

GER 368. Themes in German Literature. 4 Credits.
Significant literary texts organized by theme—crime and society, travels and explorations, nature and technology, relationships between the sexes, the Nazi past.
Prereq: GER 311.

GER 399. Special Studies: [Topic]. 1-5 Credits.
New topics or approaches appropriate for third-year German proficiency level. Content varies; focus may be on various aspects of German language, literature, or culture and civilization. Repeatable when topic changes.
Prereq: GER 311.

GER 401. Research: [Topic]. 1-16 Credits.
Repeatable.

GER 403. Thesis. 1-12 Credits.
Repeatable.

GER 405. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

GER 406. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

GER 407. Seminar: [Topic]. 1-16 Credits.
Repeatable. A recent topic is Experimental Poetry.

GER 408. Workshop: [Topic]. 1-16 Credits.
Repeatable.

GER 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

GER 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Recent topics are Doppelganger and Nietzsche.
GER 411. Advanced Language Training. 4 Credits.
Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. Grammar. Prereq: GER 311, 312, 313.

GER 412. Advanced Language Training. 4 Credits.
Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. Writing. Prereq: GER 311, 312, 313.

GER 413. Advanced Language Training. 4 Credits.
Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. Speaking. Prereq: GER 311, 312, 313.

GER 425. Play Performance: [Topic]. 4 Credits.
Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of the play and scene rehearsals in class; public performance at end of term. Repeatable. Prereq: GER 203, GER 205, or equivalent.

GER 440. German Culture and Society: [Topic]. 4 Credits.
Cultural and sociopolitical aspects of Germany. Typical topics are the cultural history of the German forest, gender and terrorism, women and German film, peace movements. Repeatable when topic changes. Prereq: one upper-division course GER literature or culture.

GER 460. German Literature: [Topic]. 4 Credits.
Representative writers (e.g., Lessing, Heine, Kafka, Brecht, Bachmann, or Wolf) or pervasive themes (e.g., peace movements, art and illusion, family and society, history and literature, the political imagination). Repeatable when topic changes. Prereq: one upper-division course GER literature or culture.

GER 470. German for Reading Knowledge I. 4 Credits.
Introduction to the reading of German, introducing most of the major grammatical categories and presenting substantial basic and advanced vocabulary training. Students translate passages in their chosen fields. Sequence with GER 471.

GER 471. German for Reading Knowledge II. 4 Credits.
Completes the overview of German grammar, reviews selected grammatical points, expands knowledge of vocabulary, and enhances capacity to read and translate. Sequence with GER 470. Prereq: GER 470.

GER 503. Thesis. 1-16 Credits.
Repeatable.

GER 507. Seminar: [Topic]. 1-16 Credits.
Repeatable. A recent topic is Experimental Poetry.

GER 508. Workshop: [Topic]. 1-16 Credits.
Repeatable.

GER 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Recent topics are Doppelganger and Nietzsche.

GER 540. German Culture and Society: [Topic]. 4 Credits.
Cultural and sociopolitical aspects of Germany. Typical topics are the cultural history of the German forest, gender and terrorism, women and German film, peace movements. Repeatable when topic changes.

GER 560. German Literature: [Topic]. 4 Credits.
Representative writers (e.g., Lessing, Heine, Kafka, Brecht, Bachmann, or Wolf) or pervasive themes (e.g., peace movements, art and illusion, family and society, history and literature, the political imagination). Repeatable when topic changes. Prereq: one upper-division course GER literature or culture.

GER 570. German for Reading Knowledge I. 4 Credits.
Introduction to the reading of German, introducing most of the major grammatical categories and providing substantial basic and advanced vocabulary training. Students translate passages in their chosen fields. Sequence with GER 571.

GER 571. German for Reading Knowledge II. 4 Credits.
Completes the overview of German grammar, reviews selected grammatical points, expands knowledge of vocabulary, and enhances capacity to read and translate. Sequence with GER 570. Prereq: GER 570.

GER 601. Research: [Topic]. 1-6 Credits.
Repeatable.

GER 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

GER 603. Dissertation. 1-16 Credits.
Repeatable.

GER 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

GER 607. Seminar: [Topic]. 1-16 Credits.
Repeatable. A recent topic is Weimar Modernisms.

GER 608. Colloquium: [Topic]. 1-16 Credits.
Repeatable.

GER 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

GER 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

GER 621. Narrative. 4 Credits.
Analysis and theory of narrative texts. Repeatable when topic changes.

GER 622. Drama. 4 Credits.
Analysis and theory of dramatic texts. Repeatable when topic changes.

GER 623. Lyric. 4 Credits.
Analysis and theory of lyric texts. Repeatable when topic changes.

GER 624. Critical and Philosophical Prose. 4 Credits.
Examines important aspects of German philosophy. Repeatable when topic changes.

GER 625. Translations-Transformations. 4 Credits.
Presents the theory and practice of translation and other transformation media (e.g., the sister arts, literature into film). Repeatable when topic changes.

GER 690. Literary Studies: [Topic]. 4 Credits.
Research methods, literary theory, history of German literature, and advanced methodology. Typical topics include contemporary theory, major German critics, literature and nonliterary forms. Repeatable when topic changes.

Courses

NORW 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

NORW 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

NORW 401. Research: [Topic]. 1-16 Credits.
Repeatable.

NORW 403. Thesis. 1-12 Credits.
Repeatable.
NORW 405. Reading and Conference: [Topic]. 1-16 Credits. Repeatable.
NORW 409. Practicum: [Topic]. 1-16 Credits. Repeatable.

Courses
SCAN 196. Field Studies: [Topic]. 1-2 Credits. Repeatable.
SCAN 198. Workshop: [Topic]. 1-2 Credits. Repeatable.
SCAN 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.
SCAN 220M. From Kierkegaard to Kafka. 4 Credits.
Survey of the existential tradition in German and Scandinavian literature, philosophy, drama, and film. Historical and conceptual developments are considered, from Kierkegaard to Kafka. Taught in English. Multilisted with GER 220M.
SCAN 251. Text and Interpretation. 4 Credits.
Introduction to textual analysis; explores the relationship between experience, description, and identity through the reading and viewing of Scandinavian literature and film. Taught in English.
SCAN 259. Vikings through the Icelandic Sagas. 4 Credits.
Introduction to the social, political, and cultural expressions of Viking society through the Sagas, the unique prose narratives of medieval Iceland. Conducted in English.
SCAN 315. Nordic Cinema. 4 Credits.
Examines cinematic culture in the Nordic countries of Denmark, Finland, Iceland, Norway, and Sweden. Includes works by Ingmar Bergman and the Danish group Dogma 95. Taught in English.
SCAN 316. History of Cinema. 4 Credits.
A survey of Nordic cinema from the silent era to the present. Films will be viewed and analyzed within their aesthetic and historical contexts. Taught in English. Offered alternate years.
SCAN 317. Directors, Movements, and Manifestos. 4 Credits.
A directed study of specific directors, movements, and manifestos from the Nordic cinematic tradition. Taught in English. Offered alternate years.
SCAN 325. Constructions versus Constrictions of Identity. 4 Credits.
Explores the notion of regional, ethnic, gender, and class identity in Scandinavian texts and culture. Topics include immigrant-emigrant experience, lore of the Arctic, folklore, Finland-Swedish writing. Conducted in English.
SCAN 341. Revisions of the Scandinavian Dream. 4 Credits.
Examines development of Scandinavian countries from impoverished kingdoms on the European periphery to modern, multicultural welfare societies. Analyzes patterns in the arts, social and political structures, ecological issues. Taught in English.
SCAN 343. Norse Mythology. 4 Credits.
Critical evaluation of the religious beliefs in Scandinavia from prehistory through the Viking Age. Taught in English. Offered alternate years.
SCAN 344. Medieval Hero and Monster. 4 Credits.
Study of medieval Scandinavian and Germanic literature addressing the remarkably fine line drawn between the heroes and monsters depicted. Offered alternate years.
SCAN 351. Periods in Scandinavian Literature. 4 Credits.
Possible topics are modern breakthrough and modernism in Scandinavian literature. Student discussion, oral presentations, and written papers. Readings and discussions in English.
SCAN 353. Scandinavian Women Writers. 4 Credits.
Examines social issues, especially gender, in literature written by women from Denmark, Finland, Iceland, Norway, and Sweden. Primary emphasis on 19th- and 20th-century texts.
SCAN 354. Genres in Scandinavian Literature. 4 Credits.
Recent topics include short narrative fiction and Scandinavian drama. Student discussion, oral presentations, and written papers. Readings and discussions in English.
SCAN 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.
SCAN 401. Research: [Topic]. 1-21 Credits. Repeatable.
SCAN 403. Thesis. 1-12 Credits. Repeatable.
SCAN 405. Reading and Conference: [Topic]. 1-21 Credits. Repeatable.
SCAN 406. Special Problems: [Topic]. 1-21 Credits. Repeatable.
SCAN 407. Seminar: [Topic]. 1-5 Credits. Repeatable.
SCAN 408. Workshop: [Topic]. 1-21 Credits. Repeatable.
SCAN 409. Practicum: [Topic]. 1-3 Credits. Repeatable.
SCAN 410. Experimental Course: [Topic]. 1-5 Credits. Repeatable.
SCAN 507. Seminar: [Topic]. 1-5 Credits. Repeatable.
SCAN 508. Workshop: [Topic]. 1-21 Credits. Repeatable.
SCAN 510. Experimental Course: [Topic]. 1-5 Credits. Repeatable.
SCAN 605. Reading and Conference: [Topic]. 1-16 Credits. Repeatable.
SCAN 609. Practicum: [Topic]. 1-16 Credits. Repeatable.

Courses
SWED 101. First-Year Swedish. 5 Credits.
Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking. Sequence.
SWED 102. First-Year Swedish. 5 Credits.
Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking.
Prereq: SWED 101.
SWED 103. First-Year Swedish. 5 Credits.
Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking.
Prereq: SWED 102.
The University of Oregon

SWED 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.


SWED 302. Third-Year Swedish. 4 Credits. Historical survey of Sweden, reading of modern Swedish texts, spoken and written practice. Prereq: SWED 301.


SWED 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.

SWED 401. Research: [Topic]. 1-16 Credits. Repeatable.

SWED 403. Thesis. 1-12 Credits. Repeatable.

SWED 405. Reading and Conference: [Topic]. 1-16 Credits. Repeatable.

SWED 409. Practicum: [Topic]. 1-16 Credits. Repeatable.

German Studies

Jeffrey S. Librett, Program Director
541-346-0649
541-346-4051
202 Friendly Hall
1250 University of Oregon
Eugene, Oregon 97403-1250

The German Studies Program is supervised by the German Studies Committee, a group of scholars in the humanities, music, and social sciences who share a common interest in German culture, letters, history, and society.

The influence of German culture and letters on modern life is incalculable. In philosophy and religion; in sociology and psychology; in music, law, political science, and history—in every one of these fields and more, German-speaking thinkers have helped define our perception of the world. German studies is an interdisciplinary program that offers undergraduates the opportunity to study these many influences in context with the society and cultures that produced them. It combines advanced language training with an interdisciplinary program of study that integrates courses in history, philosophy, political science, art history, music history, religious studies, and Judaic studies with the language and literature courses offered in the Department of German and Scandinavian. Students who choose the German studies focus for the German major are encouraged to develop their language skills in German with an emphasis on reading and writing and to use these tools in all their course work.

Participating Faculty
Susan C. Anderson, German and Scandinavian
Corinne Bayerl, German and Scandinavian
Sonja Boos, German and Scandinavian
Jack Boss, music
Kenneth S. Calhoon, comparative literature
Joyce Cheng, history of art and architecture
James R. Crosswhite, English
Gantt Gurley, German and Scandinavian
Martin Klebes, German and Scandinavian
Lori Kruckenberg, music
Jeffrey Librett, German and Scandinavian
David M. Luebke, history
Alexander Mathas, German and Scandinavian
John McCole, history
Albert Narath, history of art and architecture
Dorothee Ostmeier, German and Scandinavian
Stephen Rodgers, music
Marian Smith, music
Michael Stern, German and Scandinavian
Bruce Harwood Tabb, UO Libraries
Daniela Vallega-Neu, philosophy
Matthias Vogel, German and Scandinavian
Peter Warnek, philosophy
Rocio Zambrana, philosophy

Bachelor of Arts
Minor

Undergraduate Studies

More information about courses applicable to the German studies focus or the German studies minor is available from the undergraduate advisor for German or the director of the German Studies Committee.
For students interested in combining such a major or minor with a European studies certificate, see the European Studies (http://uoregon.edu/~gerscan/german/gerstudiesmajor.htm) section of this catalog.

Bachelor of Arts in German: German Studies Focus

German studies is a focus for the German major offered by the Department of German and Scandinavian.

Requirements

Five upper-division courses taught in German  
Four upper-division courses from at least two of the following fields:

- Philosophy and religion
- History and politics
- Art history and music

Three upper-division electives

German advising conference workshop

Total Credits

1 Five courses must be at the 400 level, and one course must address topics from the period before 1800.
2 Pass/no pass.

The German Studies Committee encourages its majors to spend all or part of a year studying abroad through the Baden-Württemberg exchange program, sponsored by the Oregon University System.

Minor in German Studies

Requirements

Select three of the following:

- GER 311–313 Intermediate Language Training
- GER 317 Study in Germany
- GER 340–341 Introduction to German Culture and Society
- GER 350 Genres in German Literature
- GER 351 Diversity in Germany
- GER 352 Authors in German Literature
- GER 354 German Gender Studies
- GER 355 German Cinema: History, Theory, Practice
- GER 356 German Fairy Tales
- GER 360 Introduction to German Literature: Poetry, Plays, Prose
- GER 361 Introduction to German Literature: Literary Movements
- GER 362 Introduction to German Literature: Interpretive Models
- GER 366–368 Themes in German Literature
- GER 399 Special Studies: [Topic]
- GER 407 Seminar: [Topic]
- GER 409 Practicum: [Topic] (Internship Teaching German)
- GER 410 Experimental Course: [Topic]
- GER 411–413 Advanced Language Training
- GER 425 Play Performance: [Topic]

Total Credits

16

Additional Requirements

The German studies minor requires second-year language proficiency.

Three courses for the minor must be taken on the University of Oregon campus, at least one of them in the Department of German and Scandinavian. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. Only one course may be taken pass/no pass.

To count toward the German studies minor, generic courses numbered 399, 407, 410, and permanently numbered courses with changing topics must have approval from the German studies advisor to ensure that the course has a substantive emphasis on German studies.

History

David M. Luebke, Department Head
541-346-2394
275 McKenzie Hall

The study of history offers a framework for a liberal education and the background that is essential for understanding the contemporary world. Through analyzing interpretive studies, accounts by witnesses
to past events, and historical records, students come to appreciate the complexity of human experience. By examining changes in the past, they develop a broad perspective and the ability to weigh evidence and argument.

Faculty


Leslie Alexander, associate professor.


Curtis Austin, associate professor.


Emeriti


Leslie Decker, professor emeritus. BA, 1951, Maine; MA, 1952, Oklahoma State; PhD, 1961, Cornell. (1969)

Matthew Dennis, professor emeritus. BA, 1977, California, Irvine; MA, 1979, PhD, 1986, California, Berkeley. (1988)

Paul S. Holbo, professor emeritus; vice provost emeritus, academic affairs. BA, 1951, Yale; MA, 1955, PhD, 1961, Chicago. (1959)


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

Participating

Judith R. Baskin, Judaic studies
Robert Bussel, Labor Education and Research Center
Mark Carey, honors college
James D. Fox, library
Ocean Howell, honors college
Vera Keller, honors college
Roxann Prazniak, honors college
Elizabeth Reis, women’s and gender studies
Daniel Rosenberg, honors college
Gretchen Soderlund, journalism and communication

Undergraduate Studies

Students who plan to major in history should include in their high school studies four years of social studies, four years of English, and preparation in a second language. Students who transfer to the university at the end of their sophomore year should have completed a year of college-level history and at least one year of a second language.

Careers

History provides a foundation for careers in teaching, journalism, international endeavors, law, foreign service, business, government, ministry, librarianship, museum and archival work, and historic preservation. Work beyond the bachelor’s degree is required in many of these fields.

Advising and Entering the Major

The Department of History requires students to have formal advising at the time that they enter the major. The advising coordinator assigns each student a faculty advisor who reviews departmental requirements and helps the student develop a plan that directs the course of study and ensures timely completion of the requirements. The faculty advisor is available for periodic review of the program and of progress in the major.

A staff of undergraduate peer advisors is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. Peer advisors are trained in university and history major requirements, and they are a resource for information about graduate programs in history, careers in history, and history-related activities in the university and the community. Students may obtain a checklist outlining the major in the history office and in the history peer advising office.

Forms and checklists for majors and minors may be found online at history.uoregon.edu/undergraduate/forms.

Bachelor’s Degree Requirements

The Department of History offers two undergraduate degrees, a bachelor of arts (BA) and a bachelor of science (BS). Requirements are the same for both.

All history majors, regardless of whether they are earning a BA or BS, must fulfill the second-language requirement associated with the university’s bachelor of arts general-education requirement. They must demonstrate proficiency in a second language either by completing, with a C– or better or P, at least the third term, second year of a second language. History courses that satisfy major requirements must be taken for letter grades. Specific requirements follow:

Bachelor of Arts Requirements

<table>
<thead>
<tr>
<th>Upper-Division History Courses</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 credits at the 400 level, including a 5-credit Seminar (HIST 407)</td>
<td></td>
</tr>
<tr>
<td>8 credits in history before 1800</td>
<td></td>
</tr>
<tr>
<td>8 credits in each of three concentration areas selected from a list of six historical fields</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional History Courses</th>
<th>12</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>45</th>
</tr>
</thead>
</table>

1. No more than 8 credits of Reading and Conference (HIST 405) may be used to fulfill major requirements.

2. Historical fields: 1) Europe, 2) United States, 3) Africa and the Middle East, 4) Asia, 5) Latin America, 6) World

3. Upper or lower division

Additional Requirements

In exceptional circumstances, a term paper written in Colloquium: [Topic] (HIST 408) or in a 400-level course may be expanded into a research paper. Students who have secured approval from the director of undergraduate studies for this option enroll in Reading and Conference: [Topic] (HIST 405) for 2 graded credits. The arrangement for writing a research paper based on the term paper is one that requires not only the approval of the director of undergraduate studies but also the agreement of the instructor in the relevant 400-level course to teach the reading and conference course and to supervise the writing of the research paper. This procedure for writing a research paper does not duplicate the seminar experience. It should not be used to compensate for a student’s lack of planning or preparation. It is permitted only when there are strong pedagogical reasons for pursuing it.

A grade point average (GPA) of 2.50 or higher is required in history courses taken at the University of Oregon. A mid-C or better is required in courses taken to fulfill the research paper requirement. Majors who maintain a GPA of 3.50 or better qualify for the history honors track. More information on this option may be found on the department website.

A total of 21 upper-division credits, including three courses numbered 408, 410–499, and all courses taken to fulfill the research paper requirement must be taken at the University of Oregon.

Bachelor of Science Requirements

<table>
<thead>
<tr>
<th>Upper-Division History Courses</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 credits at the 400 level, including a 5-credit Seminar (HIST 407)</td>
<td></td>
</tr>
<tr>
<td>8 credits in history before 1800</td>
<td></td>
</tr>
<tr>
<td>8 credits in each of three concentration areas selected from a list of six historical fields</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional History Courses</th>
<th>12</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>45</th>
</tr>
</thead>
</table>

1. No more than 8 credits of Reading and Conference (HIST 405) may be used to fulfill major requirements.
Additional Requirements

In exceptional circumstances, a term paper written in Colloquium: [Topic] (HIST 408) or in a 400-level course may be expanded into a research paper. Students who have secured approval from the director of undergraduate studies for this option enroll in Reading and Conference: [Topic] (HIST 405) for 2 graded credits. The arrangement for writing a research paper based on the term paper is one that requires not only the approval of the director of undergraduate studies but also the agreement of the instructor in the relevant 400-level course to teach the reading and conference course and to supervise the writing of the research paper. This procedure for writing a research paper does not duplicate the seminar experience. It should not be used to compensate for a student’s lack of planning or preparation. It is permitted only when there are strong pedagogical reasons for pursuing it.

A grade point average (GPA) of 2.50 or higher is required in history courses taken at the University of Oregon. A mid-C or better is required in courses taken to fulfill the research paper requirement. Majors who maintain a GPA of 3.50 or better qualify for the history honors track. More information on this option may be found on the department website.

A total of 21 upper-division credits, including three courses numbered 408, 410–499, and all courses taken to fulfill the research paper requirement must be taken at the University of Oregon.

History Honors Program

The honors program provides an opportunity for capable and highly motivated history majors to develop their interests in historical research by writing a thesis during the senior year. To be eligible for admission to the program, students must have completed at least 28 credits in history, of which at least 16 upper-division credits must have been taken at the University of Oregon. The grade point average in all history courses must be 3.50 or better. Students who satisfactorily complete the thesis and related work and fulfill the requirements of the history major are eligible for a bachelor’s degree with honors in history. Information about procedures for admission to the honors program, the course of study, the nature of the thesis, and the oral examination on the thesis may be obtained from the history department staff.

Minor Requirements

These new requirements became effective at the beginning of winter term 2010. Minors who signed up when the previous plan was in force may opt to fulfill the requirements of the 2010 plan, although they must formally declare their intention to do so with the director of undergraduate studies of the Department of History.

At least 20 credits—including at least 8 400-level credits—must be completed at the University of Oregon. Courses in history before 1800 and non-European or non-U.S. history require a grade of C– or better to apply toward the minor requirements. Four of the credits may be completed at the lower division. Specific requirements follow:

History Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
</tbody>
</table>


Bachelor of Arts in History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Science in History

Course | Title | Credits | Milestones
--- | --- | --- | ---
First Year
Fall
placeholders

| Winter | Credits | 0 |
| Winter | Credits | 0 |
| Spring | Credits | 0 |
| Spring | Credits | 0 |
| Total Credits | 0 |

Fourth Year
Fall
placeholders

| Winter | Credits | 0 |
| Winter | Credits | 0 |
| Spring | Credits | 0 |
| Spring | Credits | 0 |
| Total Credits | 0 |

Graduate Studies

The department offers graduate instruction leading to the degrees of master of arts (MA) and doctor of philosophy (PhD) specializing in colonial America and the United States, Europe, East and Southeast Asia, Latin America, and Africa.

Admission

Applicants must submit the following items to be considered for admission to the graduate program in history:

1. A completed UO Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal, quantitative, and analytical sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores for international students
6. A sample of written work and a statement of academic purpose

A number of graduate awards in the form of graduate teaching fellowships are available each year for entering graduate students.

Fields of Study
The primary fields are ancient history, medieval Europe, Europe 1400–1815, Europe since 1789, Russia, colonial America and the United States, East Asia, Southeast Asia, Latin America, and Africa.

Master of Arts Degree Requirements
The department recently adopted new requirements (listed below) for MA students entering in fall 2008 and subsequent years. Students who entered before this date are still subject to the old requirements, which are still available on the department website.

Applicants are expected to have completed an undergraduate degree in the liberal arts with emphasis on history. The MA program is typically completed in two years of full-time study. Before receiving the degree, students must demonstrate competence in a second language.

Students must write a master’s thesis or complete two substantial research papers in the primary field and defend the thesis or research papers in an oral examination.

Major Field Requirement
Students must declare a major field of study, chosen in consultation with a faculty advisor.

Plan of Study
By the end of the first term in the program, students are required to file a plan of study, signed by the advisor, in which they state their major field, list all anticipated course work, and specify their language requirement. The plan of study may be modified later by agreement of both student and advisor. All plans of study are reviewed and approved by the director of graduate studies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 611</td>
<td>Field Readings</td>
<td>5</td>
</tr>
<tr>
<td>HIST 612</td>
<td>Historical Methods and Writings</td>
<td>5</td>
</tr>
<tr>
<td>HIST 615</td>
<td>Professional Development</td>
<td>1</td>
</tr>
<tr>
<td>HIST 616</td>
<td>Graduate Student Conference</td>
<td>1</td>
</tr>
<tr>
<td>HIST 507</td>
<td>Seminar: [Topic] (two seminars)</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 607</td>
<td>Seminar: [Topic]</td>
<td>5</td>
</tr>
<tr>
<td>HIST 608</td>
<td>Colloquium: [Topic] (two colloquia)</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Completed during the first two terms of the first year. This requirement may also be satisfied by completion of (1) an appropriate 500-level course, approved by an advisor, or (2) Colloquium: [Topic] (HIST 608), if equivalent to Field Readings (HIST 611).
2. Taken fall term.
3. Taken winter term.
4. Taken spring term.
5. Student may petition to replace Colloquium: [Topic] (HIST 608) with Colloquium: [Topic] (HIST 508).

Language Requirement
All MA students must demonstrate proficiency in at least one foreign language by passing an exam that tests the ability to read and comprehend a passage of average difficulty drawn from primary sources or the secondary literature. The language exam is offered once each term during the regular academic year.

Advisors must approve the choice of language. MA students whose thesis or research papers require work in foreign language sources are strongly urged to complete this requirement by the end of the first year of study. Advisors may set higher standards or include additional languages in which students must demonstrate competence. These standards should be established at the time a faculty member accepts a graduate student and fills out the plan of study form.

Writing Requirement
There are two options for satisfying the major writing requirement for the MA:

- A students must complete a master's thesis in his or her major focus of study and pass an oral defense of the thesis before a committee of three faculty members
- A student must complete two substantial research papers and pass an oral defense of these papers before a committee of three faculty members. For the purposes of this option, a research paper is defined as a paper of twenty-five pages or more, based on primary source research

Students completing the thesis option may enroll in a maximum of 10 credits of Thesis (HIST 503), usually in the winter and spring of their second year. Students choosing the research papers option may register for 5 credits of Research: [Topic] (HIST 601), usually in either winter or spring of their second year.

Under ordinary circumstances, it takes students two full years of work to complete this program.

Doctor of Philosophy Degree Requirements
The department recently adopted new requirements (listed below) for PhD students entering in fall 2008 and subsequent years. Students who entered before this date are still subject to the old requirements, which are still available on our website.

Typically, incoming PhD students who enter with a master’s degree are expected to have completed the equivalent of the history department’s MA program. Students admitted on the BA-to-PhD track complete the program’s MA requirements as they progress toward their PhD degrees. In some cases, doctoral students might be admitted without having fulfilled some of these prerequisites—for example, a course equivalent to Historical Methods and Writings (HIST 612). If this is the case, doctoral students will be required to take Historical Methods and Writings (HIST 612), Professional Development (HIST 615), and Graduate Student Conference (HIST 616).

PhD students prepare themselves in three fields, as follows:

1. Major Research Field. A specific, more narrowly defined field—typically, the area of one’s dissertation, as conventionally understood
2. **Major Teaching Field.** A general, more broadly defined field that encompasses the research field but is more extensive—typically, a teaching field, as conventionally understood.

3. **Minor Thematic, Methodological, or Comparative Field.** Typically the theme, method, or comparison to be advanced in the dissertation.

For example, a student of modern France might choose modern France as a major research field, modern Europe as a major teaching field, and gender history, intellectual history, or military history as a minor thematic field. A student of China might take a major research field in modern China, a teaching field in China, and a minor comparative field in Japan.

**Plan of Study**

By the end of the first term in the program, students are required to file a plan of study, signed by the advisor, in which they state their major field, list all anticipated course work, and specify their language requirement. The plan of study may be modified later by agreement of both student and advisor. All plans of study are reviewed and approved by the director of graduate studies.

An entering PhD student lacking the equivalent to Historical Methods and Writings (HIST 612) must take the same HIST 612, 615, 616 sequence (http://history.uoregon.edu/graduate/ma/#course) as that required of MA students (see table below). This requirement may be waived for incoming students with sufficient preparation based on prior graduate work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 611</td>
<td>Field Readings ¹</td>
<td>5</td>
</tr>
<tr>
<td>HIST 612</td>
<td>Historical Methods and Writings ²</td>
<td>5</td>
</tr>
<tr>
<td>HIST 615</td>
<td>Professional Development ³</td>
<td>1</td>
</tr>
<tr>
<td>HIST 616</td>
<td>Graduate Student Conference ⁴</td>
<td>1</td>
</tr>
<tr>
<td>HIST 507</td>
<td>Seminar; [Topic] (two seminars)</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 607</td>
<td>Seminar; [Topic]</td>
<td></td>
</tr>
<tr>
<td>HIST 608</td>
<td>Colloquium; [Topic] (two colloquia) ⁵</td>
<td>5</td>
</tr>
</tbody>
</table>

¹ Completed during the first two terms of the first year. This requirement may also be satisfied by completion of (1) an appropriate 500-level course, approved by an advisor, or (2) Colloquium; [Topic] (HIST 608), if equivalent to Field Readings (HIST 611).

² Taken fall term.

³ Taken winter term.

⁴ Taken spring term.

⁵ Student may petition to replace Colloquium; [Topic] (HIST 608) with Colloquium; [Topic] (HIST 508).

**Additional Requirements**

- **Minor Field.** Two courses at the 500 or 600 level that, together, define a thematic, methodological, or comparative field. A nonhistory course may be used with approval.
- One additional course at the 500 or 600 level in history or another field.
- **Distribution Requirement.** PhD students are required to take two courses focusing on subjects outside their country or region of geographic specialization.

There is no total credit requirement for the PhD—rather, the Graduate School stipulates both a minimum (per term) credit requirement and a residency requirement (http://gradschool.uoregon.edu/?page=residencyEnrollmentRequirements).

**Language Requirement**

PhD students must demonstrate proficiency in at least one foreign language by passing an exam that tests their ability to read and comprehend a passage of average difficulty drawn from primary sources or the secondary literature. The language exam is offered once each term during the regular academic year.

Advisors must approve the choice of language. The language requirements of PhD students, however, will vary according to field. Students admitted into the PhD program should have the language preparation required to enable historical work in their field. Some additional language study might be required by individual advisors as an essential part of a student’s PhD work. These standards should be established at the time a faculty member accepts a graduate student and fills out the plan of study form.

**Oral Comprehensive Examination**

PhD students should take and pass their oral comprehensive examinations in the winter term of their second year, or during spring term at the latest. BA-to-PhD students should take their oral comprehensive exams in their third year. Students may, but are not required, to register for Comprehensive Exam Preparation (HIST 618) to prepare for their comprehensive examinations with the appropriate faculty members.

**Dissertation**

After completing course work, demonstrating language competence, and passing the oral comprehensive examination, the doctoral student advances to candidacy. The doctoral candidate must compose and defend a dissertation prospectus and then research and write a dissertation that makes an original scholarly contribution to the field and shows evidence of ability in independent investigation. Finally, the candidate defends the dissertation in a formal, public session.

Students should have tentatively identified a dissertation topic by the end of their first year (or, for BA-to-PhD students, by the fall of the third year) and should then file a Tentative Dissertation Topic Form with the graduate director.

PhD students must also prepare and defend a dissertation prospectus no later than the term subsequent to successful passage of the oral comprehensive exam. Students may, but are not required, to register for Dissertation Prospectus (HIST 619) to prepare their dissertation prospectus with the appropriate faculty.

**Time to Degree**

Applicants with MA degrees who are accepted into the PhD program must complete the PhD requirements within seven years.

Students with BA degrees who are admitted to the PhD program must complete the MA requirements within two years. Such students must complete both the MA and the PhD requirements within a total of seven years from the time of admission.

**Courses**

**HIST 101. Western Civilization. 4 Credits.**

Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. Ancient and medieval societies.
HIST 102. Western Civilization. 4 Credits.
Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. From the Renaissance to Napoleon.

HIST 103. Western Civilization. 4 Credits.
Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. From Napoleon to the present.

HIST 104. World History. 4 Credits.
Survey of world cultures and civilizations and their actions. Includes study of missionary religions, imperialism, economic and social relations. Ancient societies.

HIST 105. World History. 4 Credits.
Survey of world cultures and civilizations and their actions. Includes study of missionary religions, imperialism, economic and social relations. Early modern.

HIST 106. World History. 4 Credits.
Survey of world cultures and civilizations and their actions. Includes study of missionary religions, imperialism, economic and social relations. Modern.

HIST 120. Foundations of Islamic Civilization. 4 Credits.
Explores the history of the Near East in 600–1500 C.E., from the origins of Islam to the maturation of Islamicate civilization.

HIST 121. Women in World History. 4 Credits.
Introduction to the history of women and gender. A comparative survey of women from prehistory to the present.

HIST 186. Cultures of India. 4 Credits.
Introduces students to the historical study of culture in the Indian subcontinent.

HIST 190. Foundations of East Asian Civilizations. 4 Credits.
Introduction to traditional China and Japan; Confucianism, Buddhism, Daoism; floating worlds; family and gender; traditional views of the body; literati class; samurai; Mongols and Manchus.

HIST 191. China, Past and Present. 4 Credits.
Introduction to Chinese culture. Explores meanings of past and present in 20th-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, gender, art, economy.

HIST 192. Japan, Past and Present. 4 Credits.
Introduction to Japanese culture. Explores myth, tradition, modernity, and postmodernity with one eye trained on the future. Examples from personal experience.

HIST 199. Special Studies: [Topic]. 1-5 Credits.
Problem-oriented course designed for students interested in history who might or might not become majors. Repeatable.

HIST 201. Inventing America. 4 Credits.

HIST 202. Building the United States. 4 Credits.
Creation and development of the United States and its social, economical, political, and cultural consequences. Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction.

HIST 203. American Century. 4 Credits.
Creation and development of the so-called “American Century” socially, economically, politically, culturally. Imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and Cold War, 1960s, and recent developments.

HIST 205. Ancient Sports. 4 Credits.
History of sports and athletics in ancient societies: examines intersections of class, status, race, gender, and sexuality. Includes study of organizational, political, religious, and ideological dimensions.

HIST 215. Food in World History. 4 Credits.
Surveys the development of eating practices, tastes, foodstuffs, and culinary philosophies from early human history to the present in diverse parts of the world.

HIST 221. Sex in History. 4 Credits.
Introduces students to the history of sexuality. Comparative overview of sexual politics, ethics, and identities in diverse societies from the ancient world to the present.

HIST 239. Classical and Medieval Warfare. 4 Credits.
Examines war and armies in the ancient Mediterranean and in medieval Europe. Series with HIST 240, HIST 241.

HIST 240. War in the Modern World I. 4 Credits.
Evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments.

HIST 241. War in the Modern World II. 4 Credits.
Surveys changes in the nature and conduct of warfare in light of social, political, and technological developments from 1945 to present.

HIST 245. Russia, America, and the World. 4 Credits.
The United States and Russia share historical experiences that extend far beyond diplomacy, trade, and international adversity or alliance. Includes frontier expansion, revolution, industrialization, imperialism, world view.

HIST 248. Latinos in the Americas. 4 Credits.
Explores historical experiences of Latino groups, emphasizing Mexican and Caribbean migrations. Lectures in English; readings and discussions in English, Spanish, and Spanglish. Two years of high school Spanish or SPAN 103 with a grade of C or better recommended.

HIST 250. African American History. 4 Credits.
The African background, development of slavery, abolitionism, the Civil War and Reconstruction.

HIST 251. African American History. 4 Credits.

HIST 273. Introduction to Environmental History. 4 Credits.
Introduction to concepts, concerns, and methods of environmental history.

HIST 286. Cities in India and South Asia. 4 Credits.
This course examines the economic, cultural and social dimensions of cities in the subcontinent of India with comparisons from other Asian and North American cities.

HIST 298. Temporary Group-Satisfying Course. 4 Credits.

HIST 301. Modern Europe. 4 Credits.
Political, social, cultural, intellectual, and economic trends from the 18th century to the present. 18th century. McCole.
HIST 302. Modern Europe. 4 Credits.
Political, social, cultural, intellectual, and economic trends in the 19th century.

HIST 303. Modern Europe. 4 Credits.
Political, social, cultural, intellectual, and economic trends in the 20th century.

HIST 308. History of Women in the United States I. 4 Credits.
Survey of the diverse experiences of American women from 1600 to 1870.

HIST 309. History of Women in the United States II. 4 Credits.
Survey of the diverse experiences of American women from 1870 to present.

HIST 319. Early Middle Ages in Europe. 4 Credits.
Emergence, from the remains of the late Roman Empire, of a uniquely medieval Christian culture in the Germanic kingdoms of northern Europe between the 4th and 9th centuries.

HIST 320. High Middle Ages in Europe. 4 Credits.
Changes that swept Europe from 1000 to 1225, including the rise of towns and universities, new spiritual and artistic visions, and varieties of religious and social reform.

HIST 321. Late Middle Ages in Europe. 4 Credits.
A survey of Europe, 1250-1430, the age of Dante and the Black Death, when breakthroughs alternated with disasters in the realms of politics, economics, and religion.

HIST 322. The Crusades. 4 Credits.
Surveys the idea and practice of Christian holy war—not only in Palestine, but within Europe. From the First Crusade in 1096 through early 13th Century.

HIST 325. Precolonial Africa. 4 Credits.
Survey of African history from the mid-19th century, analyzing processes of state formation, regional and long-distance trade, religion, oral tradition, and systems of slavery.

HIST 326. Colonial and Postcolonial Africa. 4 Credits.
Survey of African history from the late 1800s to the turn of the 21st century. Emphasis is on the internal dynamics of change as well as the effects of colonialism and global interaction.

HIST 327. British History: [Topic]. 4 Credits.
British history from the Celts to the 21st century—economic, political, religious, and social change. McGowen. Repeatable twice when topic changes for a maximum of 12 credits.

HIST 336. France. 4 Credits.
Ancient regime, 1789–1870—French Revolutions of 1789, 1830, and 1848; Napoleonic Empire; monarchy, republicanism, and dictatorship; society and culture in post-Revolutionary France. Birn, Sheridan.

HIST 337. France. 4 Credits.
1870 to the present—the Paris Commune and Third Republic; the Dreyfus affair; popular front, fall of France and Resistance; Algeria, de Gaulle, the 1968 student movement.

HIST 340. US Military History. 4 Credits.
Survey of US military history from the colonial period to the present with a focus on the organization, operations, and strategy of the US Army in wartime.

HIST 342. German History: [Topic]. 4 Credits.

HIST 345. Early Russia. 4 Credits.
Kievan Rus and Byzantium; Christianization; Mongol dominance; rise of Moscow and two Ivans, one Great, one Terrible; crisis of modernization and subsequent religious dissent.

HIST 346. Imperial Russia. 4 Credits.
Siberian and North American expansion; Peter the Great; Catherine the Great; abolition of serfdom; industrialization; Silver Age culture and revolution; World War I and collapse.

HIST 347. Soviet Union and Contemporary Russia. 4 Credits.
Examines the rise, development, and collapse of the Soviet Union, the world's first communist regime. Topics include the Russian Revolution, Stalinism, war, culture, and society.

HIST 350. American Radicalism. 4 Credits.

HIST 351. American Radicalism. 4 Credits.

HIST 352. The United States in the 1960s. 4 Credits.
Exploration of a watershed era: civil rights, student activism, educational crisis, Vietnam War, gender revolution, environmentalism.

HIST 358. American Jewish History. 4 Credits.
Ways people who identify themselves as Jews have reinvented their identity and created communities in the United States through the 1990s.

HIST 361. Early Modern Science. 4 Credits.
Explores the subject, practice, and social place of science in the early modern world.

HIST 363. American Business History. 4 Credits.
American businesses from their colonial origins to the present. Interaction between the political, social, economic, and ideological environment and the internal structure and activities of business enterprises.

HIST 366. American West in Popular Culture. 4 Credits.
Examines the idea of the West in the American imagination as expressed in popular literature, captivity narratives, dime novels, travel literature, art, Wild West shows, films, and television.

HIST 373. Shi’ism and Revolution. 4 Credits.
A historical introduction to Shi’ism exploring its connection with revolutionary movements throughout Islamic history and the relationship between ideology and historical change.

HIST 378. American Environmental History to 1890. 4 Credits.
Considers how humans and their natural environments have interacted and reshaped each other through time from 1491 to 1890.

HIST 379. American Environmental History, 1890-Present. 4 Credits.
Focuses on environmental change and the rise of environmental politics from the Progressive Era to the present.
HIST 380. Latin America. 4 Credits.
Major economic, political, and cultural trends and continuities. Pre-
Columbian and Iberian history, the colonial period up to 1750.
Prereq: Sophomore standing recommended.

HIST 381. Latin America. 4 Credits.
Major economic, political, and cultural trends and continuities. Transition
from late colonial mercantilism to political independence and national
definition, 1750–1910.
Prereq: Sophomore standing recommended.

HIST 382. Latin America. 4 Credits.
Major economic, political, and cultural trends and continuities. Reform
and revolution in modern Latin American history, 1910 to the present.
Prereq: sophomore standing recommended.

HIST 385. South Asia: [Topic]. 4 Credits.
Introduction to South Asian history in the modern period—South Asia I
(1757–1971); South Asia II (1930 to the present). Repeatable once when
topic changes for a maximum of 8 credits.

HIST 386. India. 4 Credits.
This course will survey the history of the Indian subcontinent as both a
colony of Britain and then as a cluster of independent countries in the
20th and 21st centuries.

HIST 387. Early China. 4 Credits.
Survey from the beginnings to the 10th century focuses on the
development of Chinese thought and religion and the growth of the
imperial state and bureaucracy.

HIST 388. Vietnam War and the United States. 4 Credits.
Vietnamese society and history: the First Indochina War, origins and
escalation of United States involvement in Vietnam; de-escalation and
defeat.

HIST 396. Samurai in Film. 4 Credits.
Examination of the image of Japan's warrior class, the most prominent
social group in Japan for over seven centuries. Combines films, readings,
and lectures.

HIST 411. Reacting to the Past [Topic]. 4 Credits.
Intensive exploration of historical events through interactive games.
Possible topics include US Constitutional Convention, French Revolution,
Democracy in Athens, India 1947. Repeatable once for a maximum of 8
credits when topic changes.

HIST 412. Ancient Greece: [Topic]. 4 Credits.
Political, cultural, and intellectual history of ancient Greece; emphasis
on urban culture. I: Classical Greece. II: Hellenistic World. III: Greek
Science. Repeatable twice when topic changes for maximum of 12
credits.

HIST 414. Ancient Rome: [Topic]. 4 Credits.
Political, social, cultural, and intellectual history of ancient Rome from
its foundation to late antiquity; emphasis on urban culture. I: Roman
Republic. II: Roman Empire. III: Roman Society. Repeatable twice when
topic changes for maximum of 12 credits.

HIST 415. Advanced World History: [Topic]. 4 Credits.
Advanced intensive study of selected issues in world history. Possible
topics include biology and ecology, ancient empires, or intercultural
encounters. Repeatable when topic changes.

HIST 416. Advanced Women's History: [Topic]. 4 Credits.
Intensive study of select issues in women's history. Emphasis on the
construction of their diverse identities; the framework for political, social,
and economic empowerment; the historical development of gendered
categories. Repeatable when topic changes. Offered alternate years.

HIST 417. Society and Culture in Modern Africa: [Topic]. 4 Credits.
Explanations in various topics with attention to class, gender,
genерational and political struggles. Repeatable twice when topic
changes for maximum of 12 credits.

HIST 419. African Regional Histories: [Topic]. 4 Credits.
Examines the historiography of specific nations or regions. Repeatable
twice for a maximum of 12 credits.

HIST 420. The Idea of Europe. 4 Credits.
The concept and experience of Europe explored creatively throughout
history from multiple disciplinary perspectives.

HIST 425. Economic History of Modern Europe: [Topic]. 4 Credits.
Industrial revolution, economic transformation, growth, and integration
in political and social contexts. Focuses on Britain, France, Germany, and
Russia. I: European Economies to 1914. II: European Economies in the
20th Century. Repeatable once when topic changes for maximum of 8
credits.

HIST 427. Intellectual History of Modern Europe: [Topic]. 4 Credits.
Advanced intensive study of selected issues in world history. Possible
topics include biology and ecology, ancient empires, or intercultural
encounters. Repeatable when topic changes.

HIST 428. Europe in the 20th Century: [Topic]. 4 Credits.
War, revolution, social change, political transformation, and related
intellectual and cultural developments in Europe from the Great War of
1914–18 through the present. I: European Fascism. II: Jews in Modern
Europe. III: Eastern Europe since World War I. IV: Europe since 1945.
Repeatable when chronological or thematic topic changes.
HIST 436. Medieval Central Europe: [Topic]. 4 Credits.
Selected topics in the political, cultural, religious and economic history of Germany and neighboring peoples during the Middle Ages, from the eighth through 13th centuries. Repeatable when topic changes. Offered alternate years.

HIST 437. Medieval Spain. 4 Credits.
A study of two related aspects of medieval Iberian history: Spain as a frontier society and Spain as a multicultural, multireligious society.

HIST 441. 16th-Century European Reformations. 4 Credits.
History of religious, personal, and institutional reforms. Includes late medieval reform movements and the ideas of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila.

HIST 442. Early Modern German History: [Topic]. 4 Credits.
Topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization. Repeatable twice when topic changes for maximum of 12 credits.

HIST 443. Modern Germany: [Topic]. 4 Credits.
Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. Repeatable when topic changes.

HIST 444. The Holocaust. 4 Credits.
Surveys history of Nazi genocide, focusing on terror and complicity in formation of racial policy; and on perceptions of Nazi anti-Semitism as the Holocaust was occurring.

HIST 446. Modern Russia: [Topic]. 4 Credits.
Explores topics such as the intellectual and cultural history of Russia from the revolution to recent times. Repeatable twice for a maximum of 12 credits.

HIST 449. Race and Ethnicity in the American West. 4 Credits.
Explores the growth of communities of color in western cities of the United States, with particular reference to competition and cooperation between groups.

HIST 450. The Iraq War, 2003–2011. 4 Credits.
A history of the Iraq War from the Bush administration's decision to invade Iraq to the departure of US forces in 2011.

HIST 451. American Foreign Relations: [Topic]. 4 Credits.
Chronological and thematic topics in American foreign relations. Repeatable when topic changes.

HIST 455. Colonial American History. 4 Credits.
Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, landscapes, politics.

HIST 456. Revolutionary America. 4 Credits.
Origins, consequences, meanings of American Revolution; changing social, economic, and political contexts; intellectual, religious, and ideological trends; Constitution; institutional, social, and cultural legacy.

HIST 457. 19th-Century United States: [Topic]. 4 Credits.
Political, social, economic, and cultural history. I: Jacksonian Era. II: Civil War. III: Reconstruction. IV: Gilded Age. Repeatable thrice when topic changes for maximum of 16 credits.

HIST 461. American Medical History. 4 Credits.
Explores nine major subjects in the social history of medicine and health in the United States. Offered alternate years.

HIST 463. American Economic History: [Topic]. 4 Credits.
Varying topics on the economic development of the United States as a preindustrial, industrial, and postindustrial society. I: The Great Depression. II: Industrialization. Repeatable twice when topic changes for maximum of 12 credits.

HIST 466. The American West. 4 Credits.
Social, political, and cultural history. Peoples of the American West and the expansion of the United States in the 19th century.

HIST 467. The American West. 4 Credits.
Repeatable twice when topic changes for maximum of 12 credits.

HIST 468. The Pacific Northwest. 4 Credits.
Regional history to the mid-20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture.

HIST 469. American Indian History: [Topic]. 4 Credits.
Variable chronological, thematic, and regional topics, including Indian history to 1860: 1860 to the present; Indians and colonialism; Indians and environments; Indians and gender; regional histories. Repeatable twice when topic changes for maximum of 12 credits.

HIST 473. American Environmental History: [Topic]. 4 Credits.
Variable topics examine the social, cultural, economic, and political history of the American landscape; how Americans have understood, transformed, degraded, conserved, and preserved their environments. I: To 1800. II: 19th Century. III: 20th-Century Environment and Environmentalism. IV: Environment and the West. Repeatable thrice when topic changes for maximum of 16 credits.

HIST 480. Mexico. 4 Credits.
Mexican history from pre-Hispanic times to the present. Special attention to nationhood, economic development, church-state relations, the Mexican identity, and the Revolution of 1910.

HIST 482. Aztecs and Incas. 4 Credits.
Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America.

HIST 483. Latin America: [Topic]. 4 Credits.
Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. Repeatable thrice when topic changes for maximum of 16 credits.

HIST 484. Philippines. 4 Credits.
Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years.

HIST 487. China: [Topic]. 4 Credits.
Survey from the 10th century. Foundations and transformations of state and society; popular rebellions; impact of imperialism; issues of modernity; state building; political, cultural, and social revolutions. I: Song and Yuan. II: Ming and Qing. III: Late Qing. IV: Republican China. V: China since 1949. Repeatable thrice when topic changes for maximum of 16 credits.

HIST 490. Japan: [Topic]. 4 Credits.
HIST 491. Medicine and Society in Premodern Japan. 4 Credits.
Examines the interweaving of folk, Buddhist, Chinese, and Dutch influences. Diseases, knowledge, sexual hygiene, and medical challenges in social context.

HIST 497. Culture, Modernity, and Revolution in China: [Topic]. 4 Credits.
I: Modernity and Gender. II: Cultural Revolution and Memory. III: Historiography of the Communist Revolution. Repeatable twice when topic changes for maximum of 12 credits.

HIST 498. Early Japanese Culture and Society: [Topic]. 4 Credits.
Aspects of social history through 1800—social change, hierarchy and power, interrelationship of society and religion, medieval transformations, warrior class. I: Buddhism and Society in Medieval Japan. II: Samurai and War. III: Medieval Japan. Repeatable twice when topic changes for maximum of 12 credits.
Prereq: Courses on Japanese or medieval history recommended.

HIST 503. Thesis. 1-12 Credits.
Repeatable.

HIST 507. Seminar: [Topic]. 5 Credits.
Repeatable. Recent topics include History of Los Angeles, Modern Japanese Culture, Rethinking America in the 1960s, and Stalinism.

HIST 508. Colloquium: [Topic]. 1-6 Credits.
Repeatable. Current topics include Southeast Asia Interpretations.

HIST 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

HIST 512. Ancient Greece: [Topic]. 4 Credits.

HIST 514. Ancient Rome: [Topic]. 4 Credits.
Political, social, cultural, and intellectual history of ancient Rome from its foundation to late antiquity; emphasis on urban culture. I: Roman Republic. II: Roman Empire. III: Roman Society. Repeatable twice when topic changes for maximum of 12 credits.

HIST 515. Advanced World History: [Topic]. 4 Credits.
Advanced intensive study of selected issues in world history. Possible topics include biology and ecology, ancient empires, or intercultural encounters. Repeatable when topic changes.

HIST 516. Advanced Women's History: [Topic]. 4 Credits.
Intensive study of select issues in women's history. Emphasis on the construction of their diverse identities; the framework for political, social, and economic empowerment; the historical development of gendered categories. Repeatable when topic changes. Offered alternate years.

HIST 517. Society and Culture in Modern Africa: [Topic]. 4 Credits.
Explorations in various topics with attention to class, gender, and generational and political struggles. Repeatable twice when topic changes for maximum of 12 credits.

HIST 519. African Regional Histories: [Topic]. 4 Credits.
Examines the historiography of specific nations or regions. Repeatable twice for a maximum of 12 credits.

HIST 520. The Idea of Europe. 4 Credits.
The concept and experience of Europe explored creatively throughout history from multiple disciplinary perspectives.

HIST 525. Economic History of Modern Europe: [Topic]. 4 Credits.
Industrial revolution, economic transformation, growth, and integration in political and social contexts. Focuses on Britain, France, Germany, and Russia. I: European Economies to 1914. II: European Economies in the 20th Century. Repeatable once when topic changes for maximum of 8 credits.

HIST 527. Intellectual History of Modern Europe: [Topic]. 4 Credits.
Major thinkers and movements include classical liberalism, utopian socialism, political economy, Marxism, aestheticism, Nietzsche, classical sociology, psychoanalysis, radical conservatism, Keynesian economics, intellectuals and political engagement, and Western Marxism. I: German Intellectual History. II: Ideas and Society, 19th Century. III: Ideas and Society, 20th Century. Repeatable twice when topic changes for maximum of 12 credits.

HIST 528. Europe in the 20th Century: [Topic]. 4 Credits.
War, revolution, social change, political transformation, and related intellectual and cultural developments in Europe from the Great War of 1914-18 through the present. I: European Fascism. II: Jews in Modern Europe. III: Eastern Europe since World War I. IV: Europe since 1945. Repeatable when chronological or thematic topic changes.

HIST 536. Medieval Central Europe: [Topic]. 4 Credits.
Selected topics in the political, cultural, religious and economic history of Germany and neighboring peoples during the Middle Ages, from the eighth through 13th centuries. Repeatable when topic changes. Offered alternate years.

HIST 573. Medieval Spain. 4 Credits.
A study of two related aspects of medieval Iberian history: Spain as a frontier society and Spain as a multicultural, multireligious society.

HIST 541. 16th-Century European Reformations. 4 Credits.
History of religious, personal, and institutional reforms. Includes late medieval reform movements and the ideas of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila.

HIST 542. Early Modern German History: [Topic]. 4 Credits.
Topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization. Repeatable twice when topic changes for maximum of 12 credits.

HIST 543. Modern Germany: [Topic]. 4 Credits.
Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. Repeatable when topic changes.

HIST 544. The Holocaust. 4 Credits.
Surveys history of Nazi genocide, focusing on terror and complicity in formation of racial policy; and on perceptions of Nazi anti-Semitism as the Holocaust was occurring.

HIST 546. Modern Russia: [Topic]. 4 Credits.
Explores topics such as the intellectual and cultural history of Russia from the revolution to recent times. Repeatable twice for a maximum of 12 credits.

HIST 549. Race and Ethnicity in the American West. 4 Credits.
Explores the growth of communities of color in western cities of the United States, with particular reference to competition and cooperation between groups.

HIST 550. The Iraq War, 2003–2011. 4 Credits.
A history of the Iraq War from the Bush administration’s decision to invade Iraq to the departure of US forces in 2011.

HIST 551. American Foreign Relations: [Topic]. 4 Credits.
Chronological and thematic topics in American foreign relations. Repeatable when topic changes.
HIST 555. Colonial American History. 4 Credits.
Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, landscapes, politics.

HIST 556. Revolutionary America. 4 Credits.
Origins, consequences, meanings of American Revolution; changing social, economic, and political contexts; intellectual, religious, and ideological trends; Constitution; institutional, social, and cultural legacy.

HIST 557. 19th-Century United States: [Topic]. 4 Credits.
Political, social, economic, and cultural history. I: Jacksonian Era. II: Civil War. III: Reconstruction. IV: Gilded Age. Repeatable thrice when topic changes for maximum of 16 credits.

HIST 561. American Medical History. 4 Credits.
Explores nine major subjects in the social history of medicine and health in the United States. Offered alternate years.

HIST 563. American Economic History: [Topic]. 4 Credits.
Varying topics on the economic development of the United States as a preindustrial, industrial, and postindustrial society. I: The Great Depression. II: Industrialization. Repeatable twice when topic changes for maximum of 12 credits.

HIST 566. The American West. 4 Credits.
Social, political, and cultural history. Peoples of the American West and the expansion of the United States in the 19th century.

HIST 567. The American West. 4 Credits.
Social, political, and cultural history. 20th-century immigration, urban growth, economic development; social and political institutions; politics of race, ethnicity, and gender in a multicultural region.

HIST 568. The Pacific Northwest. 4 Credits.
Regional history to the mid-20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture.

HIST 569. American Indian History: [Topic]. 4 Credits.
Variable chronological, thematic, and regional topics, including Indian history to 1860; 1860 to the present; Indians and colonialism; Indians and environments; Indians and gender; regional histories. Repeatable twice when topic changes for maximum of 12 credits.

HIST 573. American Environmental History: [Topic]. 4 Credits.
Variable topics examine the social, cultural, economic, and political history of the American landscape; how Americans have understood, transformed, degraded, conserved, and preserved their environments. I: To 1800. II: 19th Century. III: 20th-Century Environment and Environmentalism. IV: Environment and the West. Repeatable thrice when topic changes for maximum of 16 credits.

HIST 580. Mexico. 4 Credits.
Mexican history from pre-Hispanic times to the present. Special attention to nationhood, economic development, church-state relations, the Mexican identity, and the Revolution of 1910.

HIST 582. Aztecs and Incas. 4 Credits.
Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America.

HIST 583. Latin America: [Topic]. 4 Credits.
Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. Repeatable thrice when topic changes for maximum of 16 credits.

HIST 584. Philippines. 4 Credits.
Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years.

HIST 587. China: [Topic]. 4 Credits.
Survey from the 10th century. Foundations and transformations of state and society; popular rebellions; impact of imperialism; issues of modernity; state building; political, cultural, and social revolutions. I: Song and Yuan. II: Ming and Qing. III: Late Qing. IV: Republican China. V: China since 1949. Repeatable thrice when topic changes for maximum of 16 credits.

HIST 590. Japan: [Topic]. 4 Credits.

HIST 591. Medicine and Society in Premodern Japan. 4 Credits.
Examines the interweaving of folk, Buddhist, Chinese, and Dutch influences. Diseases, knowledge, sexual hygiene, and medical challenges in social context.

HIST 597. Culture, Modernity, and Revolution in China: [Topic]. 4 Credits.
I: Modernity and Gender. II: Cultural Revolution and Memory. III: Historiography of the Communist Revolution. Repeatable twice when topic changes for maximum of 12 credits.

HIST 598. Early Japanese Culture and Society: [Topic]. 4 Credits.
Aspects of social history through 1800—social change, hierarchy and power, interrelationship of society and religion, medieval transformations, warrior class. I: Buddhism and Society in Medieval Japan. II: Samurai and War. III: Medieval Japan. Repeatable twice when topic changes for maximum of 12 credits.

HIST 599. Japanese History: [Topic]. 4 Credits.
Prereq: Courses on Japanese or medieval history recommended.

HIST 601. Research: [Topic]. 1-9 Credits.
Repeatable.

HIST 602. Supervised College Teaching. 1-6 Credits.
Repeatable.

HIST 603. Dissertation. 1-12 Credits.
Repeatable.

HIST 604. Internship: [Topic]. 1-3 Credits.
Repeatable once for a maximum of 6 credits.

HIST 605. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable.

HIST 607. Seminar: [Topic]. 5 Credits.
Repeatable.

HIST 608. Colloquium: [Topic]. 1-6 Credits.
Recent offerings include Medieval Europe; Race and Labor in the United States; Race, Gender, and State; Society and Revolution in East Asia.

HIST 609. Supervised Tutoring. 1-3 Credits.
Repeatable.

HIST 610. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

HIST 611. Field Readings. 5 Credits.
Independent study designed to ground students in major works and issues of their chosen field. Intensive study, based on a substantial reading list, requiring substantial written work.
**HIST 612. Historical Methods and Writings. 5 Credits.**
Introduction to the historical profession; includes historical questions, methods, and theories, and historiographic debates. Sequence.

**HIST 615. Professional Development. 1 Credit.**
Promotes understanding of the history profession and development of professional skills through a variety of activities—workshops on research and writing, critiques of scholarly presentations, discussion of the academic job market. Offered once per academic year.

**HIST 616. Graduate Student Conference. 1 Credit.**
Designed to build on work from HIST 612 and 615 courses. Promotes understanding of history profession, standards, protocols; plan and host conference. Offered once per academic year.

**HIST 618. Comprehensive Exam Preparation. 5 Credits.**
Independent readings with faculty members to discuss a predetermined reading list in preparation for PhD comprehensive examination.

**HIST 619. Dissertation Prospectus. 5 Credits.**
Independent research under the direction of student’s adviser with the specific aim of producing a defensible dissertation prospectus.

### Humanities

**Mary K. Jaeger, Program Director**
541-346-4068
335 Susan Campbell Hall

The Humanities Program offers students the opportunity to pursue their interests across the humanistic disciplines. Combining the study of the arts, literature, and methods of inquiry, the curriculum fosters intellectual coherence and integration, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. It is designed to provide essential skills and understanding for intelligent action and preparation for a wide range of careers.

**Program Committee**
Rachel DiNitto, East Asian languages and literatures
Katya E. Hokanson, comparative literature
Mary Jaeger, classics
Jeffrey S. Librett, German and Scandinavian
Doris Payne, linguistics
F. Regina Psaki, Romance languages
George J. Sheridan Jr., history
Michael Stern, German and Scandinavian
Lisa Wolverton, history
Mary E. Wood, English

**Undergraduate Studies**

**Major Requirements**
The humanities major is an interdisciplinary bachelor of arts (BA) degree program. Proficiency in at least one second language, a requirement for the BA degree, is central to the humanities major. Although majors are not required to do more than meet the BA requirement, it is strongly recommended that they continue language study in upper-division courses.

Grades of mid-C or better must be earned in courses taken to satisfy major requirements. For graduation, humanities majors must maintain at least a 2.00 grade point average (GPA) in required courses. No upper-division course may be used to satisfy more than one major requirement.

**Bachelor of Arts Degree Requirements**

**Introductory Courses**

<table>
<thead>
<tr>
<th>Option</th>
<th>Courses</th>
</tr>
</thead>
</table>
| 1      | HUM 101 Introduction to the Humanities I  
HUM 102 Introduction to the Humanities II  
HUM 103 Introduction to the Humanities III |
| 2      | HUM 300 Themes in the Humanities |

**Breadth Requirement**

- Arts (music history, theater history, art history) (see Courses from Other Department below) 4
- Philosophy (see Courses from Other Department below) 4
- Classics (see Courses from Other Department below) 4
- History (see Courses from Other Department below) 4

**Concentration**

Seven upper-division courses in concentration 3 28

**Total Credits** 48-52

1. Recommended for students who declare the major in the junior or senior year.
2. At least two breadth requirement courses must be in the upper division, and all four courses must be group satisfying.
3. Students must submit a brief essay defending the coherence of the concentration and outlining the seven courses they plan to take. No more than three of the seven courses may be taken in any one department. Students should choose at least one Seminar (407) as part of their concentration.

**Courses from Other Departments**

Students may be interested in the following courses:

**Classics.** Greek and Roman Epic (CLAS 301), Greek and Roman Tragedy (CLAS 302), Classical Greek Philosophers (CLAS 303)

**History.** Early China (HIST 387), Ancient Greece: [Topic] (HIST 412), Ancient Rome: [Topic] (HIST 414), The Idea of Europe (HIST 420), Intellectual History of Modern Europe: [Topic] (HIST 427)

**Philosophy.** History of Philosophy: Ancient and Medieval (PHIL 310), History of Philosophy: Modern (PHIL 311), History of Philosophy: 19th Century (PHIL 312), Introduction to Philosophy of Science (PHIL 339), Ancient Philosophers: [Topic] (PHIL 421)

**Theater Arts.** Studies in Theater and Culture: [Topic] (TA 471)

**Honors**

Honors in humanities allows a student to focus on an area of concentration in a written thesis. Requirements are as follows:

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

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in humanities are eligible to apply to the College of Education’s fifth-year programs for a license in middle-secondary teaching or elementary teaching. More information is available in the College of Education section of this catalog. Students who want to teach language arts need more preparation in grammar, literature, and writing. Students who want to teach social studies need more preparation in history, economics, American government, culture, and society.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Humanities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM 101</td>
<td>Introduction to the Humanities I</td>
<td>4</td>
<td>When available, HUM 101 is offered as a first-year interest group.</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>First term of first-year second-language sequence</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM 102</td>
<td>Introduction to the Humanities II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td>Second term of first-year second-language sequence</td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower-division course that fulfills the humanities breadth requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course that also satisfies a multicultural requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division course that fulfills the humanities breadth requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division course that fulfills the humanities breadth requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
General education course in social science 4
General education course in science 4

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
</table>

Spring
Upper-division elective course 4
General education course in social science 4
Elective courses 8

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>48</td>
</tr>
</tbody>
</table>

Course Title Credits Milestones

Fourth Year
Fall
Upper-division elective course 4
Elective courses 8

<table>
<thead>
<tr>
<th>Credits</th>
<th>12</th>
</tr>
</thead>
</table>
| Winter
Upper-division elective course 4
Elective courses 8

<table>
<thead>
<tr>
<th>Credits</th>
<th>12</th>
</tr>
</thead>
</table>
| Spring
Elective courses 12

<table>
<thead>
<tr>
<th>Credits</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

Courses

HUM 101. Introduction to the Humanities I. 4 Credits.
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.

HUM 102. Introduction to the Humanities II. 4 Credits.
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.

HUM 103. Introduction to the Humanities III. 4 Credits.
An interdisciplinary introduction to the global humanities in the modern period.

HUM 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

HUM 215. Introduction to African Studies. 4 Credits.
An introduction to the interdisciplinary field of African Studies. Evaluates the social, cultural, political, economic and environmental diversity of and issues affecting historical and contemporary Africa and African peoples.

HUM 240. Medical Humanities. 4 Credits.
Examines the intersection of literature, philosophy, history, and the arts with medical theory and practice.

HUM 245. Food, Art, and Literature. 4 Credits.
The study of food in the Ancient Greco-Roman world, ancient China, or the modern world using historical, literary, and practical approaches.

HUM 260. Postwar European Culture. 4 Credits.
Addresses the broad history and culture of 20th century Europe through humanistic themes and texts that reflect aspects of that experience.

HUM 298. Temporary Group-Satisfying Course. 4 Credits.

HUM 300. Themes in the Humanities. 4 Credits.
Interdisciplinary and multimedia introduction to the study of the humanities. Analysis of such themes as tragedy in music, literature, and art.

HUM 354. The City. 4 Credits.
Examines the urban experience in reference to law, culture, and systems of belief (e.g., classical Athens, Renaissance Florence, 20th-century Berlin).

HUM 355. The American City. 4 Credits.
Study of the great American city from the colonial period to the present, particularly New York, Los Angeles, and Chicago.

HUM 361. Ancient Science and Culture. 4 Credits.
Explores the subject, practice, and social place of science in the ancient world.

HUM 399. Special Studies: [Topic]. 1-5 Credits.
Problem-oriented course designed to explore new topics or approaches to studies in the humanities. Repeatable.

HUM 403. Thesis. 1-6 Credits.
Repeatable.

HUM 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

HUM 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

HUM 409. Practicum: [Topic]. 1-5 Credits.
Repeatable with consent of instructor and program head.

HUM 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

HUM 450. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

Human Physiology

Li-Shan Chou, Department Head
541-346-4107
541-346-2841 fax
122 Esslinger Hall

Human physiology is the science of the mechanical, physical, and biochemical function of humans, and serves as the foundation of modern medicine. As a discipline, it connects science, medicine, and health, and creates a framework for understanding how the human body adapts to stresses, physical activity, and disease.

Human physiology and anatomy are closely related—anatomy is the study of form, physiology is the study of function, and form and function are intrinsically linked. The study of human physiology integrates knowledge across many levels, including biochemistry, cell physiology, and organ systems. Contemporary research in human physiology explores new ways to maintain or improve the quality of life, the development of new medical therapies and interventions, and the unanswered questions about how the human body works. The Department of Human Physiology serves its students by providing strong
training in human physiology and anatomy to prepare them for careers in medicine, allied health professions, and biomedical research.

Faculty


Anita Christie, assistant professor. BS, 2001, MS, 2003, Brock; PhD, 2009, Massachusetts, Amherst. (2011)


Robin Hopkins, instructor. BS, 2005, Simon Fraser; MS, 2009, Western Ontario; PhD, 2014, British Columbia. (2014)

Adrienne Huxtable, assistant professor. BS (Honours), 2003, British Columbia; PhD, 2009, Alberta. (2015)


Philip Matern, instructor. BS, 2003, Gonzaga; MS, 2005, Central Washington; PhD, 2015, California, Davis. (2014)


Courtesys


Mathews Fish, courtesy professor. AB, 1956, California, Berkeley; MD, 1959, California Medical, San Francisco. (2002)


Stanley James, courtesy professor. BS, 1953, MD, 1962, Iowa. (1979)


Donald Jones, courtesy professor. BS, 1969, Centenary (Hackettstown); MD, 1973, Louisiana State. (1983)


Peter Kosek, courtesy professor. BA, 1984, Grinnell College; MD, 1988, California, Los Angeles. (2009)


Fuzhong Li, courtesy senior research associate. BS, 1994, Shanghai; MS, 1990, Oregon; PhD, 1996, Oregon State. (2013)


John Melton, courtesy senior research associate. BS, 1979, MD, 1985, New Mexico. (2011)


Kenneth M. Singer, courtesy professor; team physician. BS, 1961, Massachusetts Institute of Technology; MD, 1965, Columbia University College of Physicians and Surgeons. (1994)


Emeriti


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

- Bachelor of Arts
- Bachelor of Science

Undergraduate Studies

The department offers a program leading to either a bachelor of science (BS) or a bachelor of arts (BA) degree.

The rigorous undergraduate curriculum provides an in-depth exploration of the field as well as a strong foundation for future studies. Majors complete sequences in biology, chemistry, physics, and mathematics, in addition to upper-level course work in human physiology.

Preparation

High school preparation should include a strong background in chemistry, biology, mathematics, and physics. Students involved in Advanced Placement (AP) or International Baccalaureate (IB) programs can complete some lower division requirements by earning sufficient test scores. However, some graduate degree programs may require students to complete these courses at the collegiate level.

Transfer Students

Before transferring, students should complete as many general-education requirements and lower-division major requirements as possible, including general chemistry, general biology, general physics, and mathematics. Students should ensure that courses transfer specifically as required sequences. The University’s Transfer Course Equivalency (http://registrar.uoregon.edu/transfer-students) tool is a helpful resource.

The anatomy and physiology sequence (HPHY 321–325) provides the bulk of upper-division credits human physiology majors complete. The courses are the foundation on which students learn the human physiology culture and expectations, and are designed to prepare students for senior-level course work in the major. As a result, HPHY 321–325 must be completed in residence at the University of Oregon; transfer students should plan on taking the courses on the UO campus.

Scholarships

Numerous scholarships are available; a complete list is available on the department website.

Careers

A degree in human physiology prepares students to be critical thinkers who can independently assess their own personal health, using the guiding principles of scientific inquiry as a model for understanding the world around them. Students seeking a career in medicine, dentistry, physical therapy, or other health professions should work closely with the human physiology undergraduate advisor as well as health professions advisors to plan their program of study to meet the specific admission requirements of the postgraduate schools in which they are interested. Information on additional courses that may be required for graduate programs is available from the Health Professions Program (http://healthprofessions.uoregon.edu/health-fields) website.

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Division Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 221–223</td>
<td>General Chemistry ¹</td>
<td>12</td>
</tr>
<tr>
<td>or CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>PHYS 201–203</td>
<td>General Physics</td>
<td>12</td>
</tr>
<tr>
<td>or PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>or PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td></td>
</tr>
<tr>
<td>BI 211–213</td>
<td>General Biology I-III (may substitute BI 214 for BI 213)</td>
<td>12-15</td>
</tr>
<tr>
<td>or BI 281H–283H</td>
<td>Honors Biology I-III</td>
<td></td>
</tr>
<tr>
<td>MATH 246</td>
<td>Calculus for the Biological Sciences ¹</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 251</td>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>HPHY 211</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HPHY 212</td>
<td>Evidence, Inference, and Biostatistics</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper-Division Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 321</td>
</tr>
<tr>
<td>HPHY 322</td>
</tr>
<tr>
<td>HPHY 323</td>
</tr>
<tr>
<td>HPHY 324</td>
</tr>
<tr>
<td>HPHY 325</td>
</tr>
<tr>
<td>HPHY 371</td>
</tr>
</tbody>
</table>

| Upper-Division Electives | |
|-------------------------| |
| Select at least two of the following: |
| HPHY 333 | Motor Control | |
| HPHY 362 | Tissue Injury and Repair | |
| HPHY 381 | Biomechanics | |
| HPHY 399 | Special Studies: [Topic] | |
| ANTH 362 | Human Biological Variation | |
| ANTH 366 | Human Osteology Laboratory | |
**Bachelor of Science Degree Requirements**

**Lower-Division Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221–223</td>
<td>General Chemistry 1</td>
<td></td>
</tr>
<tr>
<td>or CH 224H–226H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>PHYS 201–203</td>
<td>General Physics</td>
<td></td>
</tr>
<tr>
<td>or PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>CH 227–229</td>
<td>General Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>or PHYS 204–206</td>
<td>Introductory Physics Laboratory</td>
<td></td>
</tr>
<tr>
<td>BI 211–213</td>
<td>General Biology I-III (may substitute BI 214 for BI 213)</td>
<td></td>
</tr>
</tbody>
</table>

**Upper-Division Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 246</td>
<td>Calculus for the Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>or MATH 251</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>HPHY 211</td>
<td>Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>HPHY 212</td>
<td>Evidence, Inference, and Biostatistics</td>
<td></td>
</tr>
</tbody>
</table>

**Upper-Division Electives**

Select at least two of the following:

- HPHY 333 Motor Control
- HPHY 362 Tissue Injury and Repair
- HPHY 381 Biomechanics
- HPHY 399 Special Studies: [Topic]
- ANTH 362 Human Biological Variation
- ANTH 366 Human Osteology Laboratory
- ANTH 369 Human Growth and Development
- BI 309 Tropical Diseases in Africa
- BI 320 Molecular Genetics
- BI 322 Cell Biology
- BI 358 Investigations in Medical Physiology
- BI 360 Neurobiology
- CH 360 Physiological Biochemistry
- CH 462 Biochemistry

**Bachelor of Science Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 410</td>
<td>Experimental Course: [Topic]</td>
<td></td>
</tr>
<tr>
<td>HPHY 412</td>
<td>Sleep Physiology</td>
<td></td>
</tr>
<tr>
<td>HPHY 413</td>
<td>Muscle Structure, Function, and Plasticity</td>
<td></td>
</tr>
<tr>
<td>HPHY 414</td>
<td>Muscle Metabolism</td>
<td></td>
</tr>
<tr>
<td>HPHY 433</td>
<td>Neuropysiology of Concussion</td>
<td></td>
</tr>
<tr>
<td>HPHY 434</td>
<td>Movement Disorders</td>
<td></td>
</tr>
<tr>
<td>HPHY 441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPHY 442</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPHY 460</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPHY 462</td>
<td>Therapeutic Techniques</td>
<td></td>
</tr>
<tr>
<td>HPHY 470</td>
<td>Environmental Physiology</td>
<td></td>
</tr>
<tr>
<td>HPHY 472</td>
<td>Science of Athletic Performance</td>
<td></td>
</tr>
<tr>
<td>HPHY 473</td>
<td>High Altitude Physiology and Medicine</td>
<td></td>
</tr>
<tr>
<td>HPHY 485</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPHY 486</td>
<td>Orthopedic Biomechanics</td>
<td></td>
</tr>
</tbody>
</table>

Select any of the following:

- HPHY 401 Research: [Topic]
- HPHY 403 Thesis
- HPHY 404 Internship: [Topic]
- HPHY 405 Reading and Conference: [Topic]
- HPHY 406 Special Problems: [Topic]
- HPHY 408 Workshop: [Topic]
- HPHY 409 Practicum: [Topic]
- HPHY 409 Practicum: [Topic] (Anatomy and Physiology Teaching Assistant)
- HPHY 420 Human Anatomy Dissection

1 Should be taken in the first year.
2 Must be taken in residence at the University of Oregon.
Honors

To apply to graduate with departmental honors, a student must have a GPA of 3.50 or better in courses applied toward the human physiology degree requirements and complete an honors thesis under the supervision of a human physiology thesis committee. In addition, human physiology majors enrolled in the Robert Donald Clark Honors College at the University of Oregon are eligible to complete an honors thesis through that program.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

The bachelor of science is shown below. A bachelor of arts in human physiology may be earned by completing (or demonstrating proficiency in) two years of a foreign language.

Bachelor of Science in Human Physiology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 227</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
<td>Students may choose to complete either a year of chemistry lab or physics lab.</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 211</td>
<td>General Biology I: Cells</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 212</td>
<td>General Biology II: Cells</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HPHY 211</td>
<td>Medical Terminology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 47
### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 212</td>
<td>Evidence, Inference, and Biostatistics</td>
<td>Bi 211, Bi 212, HPHY 211, and HPHY 212 should be complete by the end of the second year.</td>
</tr>
<tr>
<td>Bi 213</td>
<td>General Biology III: Populations</td>
<td>Students may choose to complete either Bi 213 or Bi 214 (offered summer session)</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Credits

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Bi 214</td>
<td>General Biology IV: Mechanisms</td>
</tr>
</tbody>
</table>

#### Total Credits

- **51**

### Third Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 321</td>
<td>Human Anatomy I</td>
<td></td>
</tr>
<tr>
<td>HPHY 322</td>
<td>Human Physiology I</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 323</td>
<td>Human Anatomy II</td>
<td></td>
</tr>
<tr>
<td>HPHY 324</td>
<td>Human Physiology II</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 325</td>
<td>Human Anatomy and Physiology III</td>
<td></td>
</tr>
<tr>
<td>HPHY 371</td>
<td>Physiology of Exercise</td>
<td>HPHY 321–325 as well as HPHY 371 should be complete by the end of the third year.</td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Credits

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>HPHY 325</td>
<td>Human Anatomy and Physiology III</td>
</tr>
<tr>
<td>HPHY 371</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>General education course</td>
<td></td>
</tr>
</tbody>
</table>

### Upper-division elective course

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

### Course Title Credits Milestones

#### Fourth Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY List A-fulfilling course</td>
<td></td>
<td>For more information, visit <a href="http://physiology.uoregon.edu/undergraduate/student-guide/major-requirements/">http://physiology.uoregon.edu/undergraduate/student-guide/major-requirements/</a></td>
</tr>
<tr>
<td>HPHY List B-fulfilling course</td>
<td></td>
<td>For more information, visit <a href="http://physiology.uoregon.edu/undergraduate/student-guide/major-requirements/">http://physiology.uoregon.edu/undergraduate/student-guide/major-requirements/</a></td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics</td>
<td>Students who did not opt to complete the chemistry lab will need to complete a year of physics lab</td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY List A- or B-fulfilling course</td>
<td></td>
<td>For more information, visit <a href="http://physiology.uoregon.edu/undergraduate/student-guide/major-requirements/">http://physiology.uoregon.edu/undergraduate/student-guide/major-requirements/</a></td>
</tr>
<tr>
<td>PHYS 202</td>
<td>General Physics</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY List A- or B-fulfilling course</td>
<td></td>
<td>For more information, visit <a href="http://physiology.uoregon.edu/undergraduate/student-guide/major-requirements/">http://physiology.uoregon.edu/undergraduate/student-guide/major-requirements/</a></td>
</tr>
<tr>
<td>PHYS 203</td>
<td>General Physics</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Athletic Training Master of Science Degree Requirements:

For more information, visit the department website.

Graduate Studies

The Department of Human Physiology offers two graduate programs: the athletic training MS program and the research-intensive MS-PhD program.

Athletic Training MS Program

The department offers a graduate program in human physiology with an emphasis in athletic training leading to the master of science (MS). The primary goal of this program is to provide classroom and clinical experiences that will allow entry-level certified athletic trainers to grow into professionals with the experience and confidence to be great clinicians. Providing students with advanced clinical skills is our hallmark. The program also provides students with the opportunity to grow as leaders, teachers, and researchers. Admission is granted only to students who are certified by the CAATE Board of Certification or who have qualified for the certification examination. Graduate employee (GE) positions are available for highly qualified students to assist in research projects. The GE award provides a full-tuition waiver and a monthly stipend that varies in amount according to the assignment. Employment settings include intercollegiate athletics, club and recreational sports, and teaching. Qualified students can find more information at the Graduate Studies in Athletic Training website (http://pages.uoregon.edu/uogradat). (http://pages.uoregon.edu/uogradat)

Master of Science Degree Requirements: Athletic Training

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 520</td>
<td>2</td>
</tr>
<tr>
<td>HPHY 533</td>
<td>4</td>
</tr>
<tr>
<td>HPHY 570</td>
<td>4</td>
</tr>
<tr>
<td>HPHY 611</td>
<td>1</td>
</tr>
<tr>
<td>HPHY 660</td>
<td>4</td>
</tr>
<tr>
<td>HPHY 661</td>
<td>2</td>
</tr>
<tr>
<td>HPHY 662</td>
<td>2</td>
</tr>
<tr>
<td>HPHY 669</td>
<td>4</td>
</tr>
<tr>
<td>HPHY 671</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>4</td>
</tr>
<tr>
<td>HPHY 607 Seminar: [Topic] (Administrative Skills for Clinical Careers)</td>
<td>1</td>
</tr>
<tr>
<td>HPHY 607 Seminar: [Topic] (Clinical Research Presentations [two terms])</td>
<td>2</td>
</tr>
<tr>
<td>HPHY 607 Seminar: [Topic] (Contemporary Clinical Techniques I,II)</td>
<td>2</td>
</tr>
<tr>
<td>HPHY 607 Seminar: [Topic] (Current Professional Topics)</td>
<td>1</td>
</tr>
<tr>
<td>HPHY 607 Seminar: [Topic] (Evidence-Based Clinical Practice and Research)</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 45

- Master of Science: Athletic Training Emphasis
- Master of Science–Doctor of Philosophy: Research-Intensive Emphasis

Exit Requirement

All students participate in a comprehensive defense of their advanced clinical skills during spring term of their graduating year. In addition, they select one of the following two options as their graduation exit requirement:

- **Option 1.** Comprehensive written and oral exams (completed during the final term of study), one-term (4-credit minimum) research experience, and literature review or evidence-based practice manuscript submitted for publication.
- **Option 2.** Original research study conducted, and manuscript submitted for publication.

Additional Requirements

Required courses must be taken for letter grades and passed with grades of B– or better. Students must maintain at least a 3.00 grade point average each term, and will not be eligible to hold a GTF position, take comprehensive exams, or graduate without a cumulative GPA of 3.00. Additional university master’s degree requirements are described under Master’s Degrees in the Graduate School section of this catalog.

Research-Intensive Master of Science–Doctor of Philosophy Program

The department offers a graduate program in human physiology with an emphasis on research leading through the master of science (MS) degree to the doctor of philosophy (PhD) degree. The goal is to provide classroom and research experiences that turn students into professionals with the knowledge and experience to be superior researchers or become university-level educators. This is an individualized program with a strong emphasis on research. Decisions on accepting applicants to the graduate program are made by the faculty members, and are based on available laboratory space and financial support—both of which vary greatly from year to year. Graduate teaching and research fellowships (GTF) are available for highly qualified students to teach undergraduate laboratories or assist in research projects. The GTF award provides a full-tuition waiver and a monthly stipend that varies in amount according to the assignment. For more information, visit the department website.

Master of Science Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 611–613</td>
<td>3</td>
</tr>
<tr>
<td>HPHY 621–623</td>
<td>12</td>
</tr>
<tr>
<td>HPHY 607 Seminar: [Topic]</td>
<td>1-5</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>4</td>
</tr>
</tbody>
</table>

Other human physiology courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 607 Seminar: [Topic] (Human Physiology [six terms])</td>
<td>6</td>
</tr>
<tr>
<td>HPHY 607 Seminar: [Topic] (Leadership Development)</td>
<td>1</td>
</tr>
<tr>
<td>HPHY 609 Practicum: [Topic] (Sports Medicine)</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
</tr>
<tr>
<td>HPHY 601 Research: [Topic]</td>
<td></td>
</tr>
<tr>
<td>HPHY 606 Special Problems: [Topic]</td>
<td></td>
</tr>
<tr>
<td>HPHY 609 Practicum: [Topic] (Preceptor)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 52
Human physiology courses or other courses most appropriate to student’s line of study  

Total Credits 28-32

1 Must register for course every term of enrollment, with one term possibly waived by the director of graduate studies to accommodate the student’s research activities or other extenuating circumstances.

2 Statistical analysis courses covering the following topics: descriptive statistics, logic of hypothesis testing, elementary inferential statistics, confidence intervals, one-way analysis of variance, post hoc comparisons, a priori contrasts, within-subjects and between-subjects effects, two-way and higher-order designs, and interactions. For recent additions to these course options, check with the director of graduate studies for the department.

3 Determined in conjunction with program committee.

Additional Requirements

The master of science degree requires completion of a substantial research project. Department faculty members, in consultation with the student, determine the format for the presentation of the project, which will include an oral defense in combination with either a master’s thesis, a journal-style manuscript, or a comprehensive project report. Required courses must be taken for letter grades and passed with grades of B– or better. Students must maintain at least a 3.00 grade point average for all courses. Additional university master’s degree requirements are described under Master’s Degrees in the Graduate School section of this catalog.

Doctor of Philosophy Degree Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 611–613</td>
<td>Professional Skills I-III</td>
<td>3</td>
</tr>
<tr>
<td>HPHY 621–623</td>
<td>Systems Physiology I-III</td>
<td>12</td>
</tr>
<tr>
<td>HPHY 607</td>
<td>Seminar: [Topic]</td>
<td>1-5</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Educational Statistics</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Applied Statistical Design and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Human physiology courses or other courses most appropriate to student’s line of study</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 670</td>
<td>Advanced Respiratory Physiology</td>
<td>4</td>
</tr>
<tr>
<td>HPHY 676</td>
<td>Human Cardiovascular Control</td>
<td>1-5</td>
</tr>
<tr>
<td>HPHY 684</td>
<td>Kinematics of Human Movement</td>
<td>4</td>
</tr>
<tr>
<td>HPHY 685</td>
<td>Kinetics of Human Movement</td>
<td>1-5</td>
</tr>
<tr>
<td>HPHY 610</td>
<td>Experimental Course: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HPHY 603</td>
<td>Dissertation</td>
<td>1-16</td>
</tr>
</tbody>
</table>

Total Credits 33-52

4 Must register for course every term of enrollment after advancing to candidacy.

The doctoral degree requires completion of a minimum of 135 credits beyond the bachelor’s degree; at least 60 of these credits must be completed through human physiology courses. Written and oral doctoral comprehensive examinations are taken after completing a substantial portion of the program of study. Upon passing these examinations, the student is advanced to candidacy. A final oral defense is held after completion of the dissertation and after all other degree requirements have been met. Required courses must be taken for letter grades and passed with grades of B– or better. Students must maintain at least a 3.00 grade point average for all courses. Additional university doctor of philosophy degree requirements are described under Doctoral Degrees in the Graduate School section of this catalog.

Admission Requirements

Applicants for the athletic training MS program should check the Graduate Studies in Athletic Training website (http://pages.uoregon.edu/uogradat) and applicants for the research-intensive MS-PhD program should check the department website (http://physiology.uoregon.edu) for information on the online graduate application and deadlines.

Recommended criteria for applying to all graduate programs include the following:

- Baccalaureate degree from an accredited university with a GPA of 3.40 or higher on a 4.00 scale
- GRE scores of 150 or higher on each of the verbal and quantitative sections (institution code: 4846; department code: 0217)
- Completed course work with a grade of B+ or higher in general chemistry, general biology, and two courses of physiology or combined anatomy and physiology
- International students who have not received a degree from a university in a country whose official language is English must have a TOEFL score of 575 (paper test), or 90 (Internet-based test) or an IELTS overall band score of 7.0.

Minimum requirements for admission to all graduate programs include the following:

- Baccalaureate degree from an accredited university with a GPA of 3.00 or higher on a 4.00 scale
- GRE scores of 148 or higher on each of the verbal and quantitative sections (institution code: 4846; department code: 0217)
- Completed course work with a grade of B– or higher in general chemistry, general biology, and two courses of physiology or combined anatomy and physiology
- International students who have not received a degree from a university in a country whose official language is English must have a TOEFL score of 575 (paper test), or 90 (Internet-based test) or an IELTS overall band score of 7.0

Courses

HPHY 103. Exercise and Performance. 4 Credits.
Structure and function of the human body including movement analysis. Topics include training and exercise responses; sport, daily living, and workplace performance; and injury adaptations.
HPHY 104. Understanding Human Disease. 4 Credits.
Introduces fundamental physiological and anatomical concepts to non-science majors, to better understand disease and how humans adapt to create solutions to environmental challenges.

HPHY 105. Principles of Nutrition. 4 Credits.
Explores the fundamentals of nutrition and its application to culture, lifestyle, and health as they relate to humans across the lifespan. Course will be taught once or more per academic year.

HPHY 111. The Science of Sex. 4 Credits.
The anatomy and physiology of sex, with assignments and discussion designed to develop scientific literacy.

HPHY 112. The Science of Health. 4 Credits.
Examines and assesses current health claims and controversies.

HPHY 199. Special Studies: [Topic]. 1-4 Credits.
Repeatable.

HPHY 211. Medical Terminology. 3 Credits.
Explore and develop skills in language and terminology specific to the medical sciences with an emphasis on derivation, meaning, and pronunciation.

HPHY 212. Evidence, Inference, and Biostatistics. 4 Credits.
Explores how data is used as evidence in research and inferred from experiments, and how statistics are used to inform us about human physiology.

HPHY 321. Human Anatomy I. 5 Credits.
Introduction to the human body and histology; nerves; central, autonomic, and peripheral nervous systems; cranial nerves; regional anatomy of the head; special senses. Includes cadaver laboratory. Sequence with HPHY 322, 323, 324, 325.
Prereq: HPHY 211; BI 211 or BI 281H; BI 212 or BI 282H; CH 221 or CH 224H; CH 222 or CH 225H; CH 223 or CH 226H; MATH 246 or MATH 251. Must be passed with grades of C or better.

HPHY 322. Human Physiology I. 5 Credits.
Neuro- and muscular physiology; action potentials; synapses and receptors; skeletal muscle; central, peripheral, and autonomic nervous systems; special senses. Includes human-based laboratory. Sequence with HPHY 321, 322, 323, 325.
Prereq: HPHY 212; BI 211 or BI 281H; BI 212 or BI 282H; CH 221 or CH 224H; CH 222 or CH 225H; CH 223 or CH 226H; MATH 246 or MATH 251. Must be passed with grades of C or better.

HPHY 323. Human Anatomy II. 5 Credits.
Heart, lungs, and vasculature in addition to regional exploration of the musculoskeletal system. Includes cadaver laboratory. Sequence with HPHY 321, 322, 324, 325.
Prereq: HPHY 321.

HPHY 324. Human Physiology II. 5 Credits.
Cardiovascular system; respiratory system; immunology. Includes human-based laboratory. Sequence with HPHY 321, 322, 323, 325.
Prereq: HPHY 212, 321, 322.

HPHY 325. Human Anatomy and Physiology III. 5 Credits.
Anatomy and physiology of the digestive, reproductive, and renal systems; endocrinology. Includes combination of cadaver laboratory and human-based laboratory. Sequence with HPHY 321, 322, 323, 324.
Prereq: HPHY 323, HPHY 324. Must be passed with a grade of C or better.

HPHY 332. Motor Control. 4 Credits.
Introduction to the processes of control and coordination in the performance of motor skills. Neuropsychological, mechanical, and cognitive bases of motor skill acquisition.
Prereq: HPHY 321, HPHY 322; or PSY 304.

HPHY 337. Clinical Pharmacology. 4 Credits.
Examines the pharmacokinetics (absorption, distribution, metabolism, excretion), pharmacodynamics, therapeutic considerations and adverse effects of select prototypes from within major clinically relevant drug families.
Prereq: HPHY 325 with a grade of C or better.

HPHY 362. Tissue Injury and Repair. 4 Credits.
Exploration of the physiology of injury and trauma. Emphasis on inflammation and healing of connective tissue injury, tissue biomechanics, mechanisms of injury, and clinical orthopedic evaluation techniques.
Prereq: HPHY 323, HPHY 324.

HPHY 371. Physiology of Exercise. 4 Credits.
Physiology of exercise, physical conditioning, and training; mechanisms and significance of these effects for health and performance.
Prereq: HPHY 323, HPHY 324. Must be passed with a grade of C or better.

HPHY 375. Metabolism and Nutrition. 4 Credits.
Exploration of cellular, tissue, and whole body integrated metabolic processes as the basis of physiologic function. Integrating the metabolism of macronutrients at the cellular, tissue, and whole body systems level in the context of human growth, function, and disease.
Prereq: HPHY 325, HPHY 371 with a mid-C or better.

HPHY 381. Biomechanics. 4 Credits.
Fundamental principles of physics applied to the analysis of human movement. Emphasis on developing abilities to analyze human movement quantitatively.
Prereq: HPHY 323, PHYS 201.

HPHY 399. Special Studies: [Topic]. 1-4 Credits.
Repeatable.

HPHY 401. Research: [Topic]. 1-15 Credits.
Repeatable.

HPHY 403. Thesis. 1-4 Credits.
For honors students during the terms in which they conduct research or write a thesis.

HPHY 404. Internship: [Topic]. 1-16 Credits.
Repeatable. Field experience in an agency, institution, or business. Practice knowledge from courses: planning, organizing, directing, evaluating, and developing professional competence.

HPHY 405. Reading and Conference: [Topic]. 1-15 Credits.
Repeatable. Reading and assignments in connection with other courses for extra credit. Honors readings.

HPHY 406. Special Problems: [Topic]. 1-15 Credits.
Repeatable.

HPHY 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

HPHY 408. Workshop: [Topic]. 1-15 Credits.
Repeatable.
HPHY 409. Practicum: [Topic]. 1-15 Credits.
Repeatable. Assist students learning anatomy or physiology in either the lecture or lab courses.

HPHY 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
Prereq: HPHY 325 or HPHY 371 with a C or better.

HPHY 412. Sleep Physiology. 4 Credits.
Fundamental principles of sleep and how physiology is affected by sleep.
Prereq: HPHY 325 with a C or better.

HPHY 413. Muscle Structure, Function, and Plasticity. 4 Credits.
Physiologic basis for skeletal muscle adaptation to increased and decreased use and injury. Emphasizes how structure dictates function relevant to rehabilitation.
Prereq: HPHY 323, HPHY 324. Must be passed with a grade of C or better.

HPHY 414. Muscle Metabolism. 4 Credits.
Metabolic basis for skeletal muscle adaptation to increased and decreased use, and injury models. Emphasizes interorgan communication; uses clinical models.
Prereq: HPHY 371 with a C or better.

HPHY 420. Human Anatomy Dissection. 2 Credits.
Dissection of one region of a preserved donated human cadaver and preparation of the specimen for the HPHY 321/HPHY 323/HPHY 325 laboratory experience. Students are accepted by application, which are due early February.
Prereq: HPHY 323.

HPHY 422. Physiology of Obesity. 4 Credits.
Explores potential causes of the obesity epidemic, cellular mechanisms linking obesity to insulin resistance and metabolic diseases, and interventions in treatment of metabolic disease and obesity.
Prereq: HPHY 325, HPHY 371 with a C or better.

HPHY 433. Neurophysiology of Concussion. 4 Credits.
Investigate diagnosis, deficits, and treatment of mild traumatic brain injury and neurophysiological effects.
Prereq: HPHY 325, HPHY 333 with a grade of C or better.

HPHY 434. Movement Disorders. 4 Credits.
Discusses the clinical manifestations and underlying physiological mechanisms of selected movement disorders. Emphasizes the role of scientific experiment in diagnosis and treatment.
Prereq: HPHY 325, HPHY 333 with a C or better.

HPHY 435. Physiology of Fatigue. 4 Credits.
Investigates neuromuscular function and fatigue and how the underlying physiology can contribute to fatigability discrepancies with respect to extraneous and pathophysiologic factors.
Prereq: HPHY 325, HPHY 333 with a C or better.

HPHY 444. Clinical Anatomy. 4 Credits.
Through case-based learning, students have the opportunity to apply the knowledge of anatomy and physiology in the context of clinical practice and diagnosis.
Prereq: HPHY 325 with a mid-C or better.

HPHY 462. Therapeutic Techniques. 4 Credits.
Clinical application of therapeutic techniques including modalities and rehabilitation for soft-tissue orthopedic injuries. Offered alternate years.
Prereq: HPHY 362.

HPHY 470. Environmental Physiology. 4 Credits.
Examination of physiological adaptations to acute and chronic exposure to extreme heat, cold, and high altitude.
Prereq: HPHY 371 with a C or better.

HPHY 472. Science of Athletic Performance. 4 Credits.
Theoretical basis and practical application of modern physiological testing of cardiovascular and respiratory function with a focus on exercise and performance.
Pre- or coreq: HPHY 371 with a C or better.

HPHY 473. High Altitude Physiology and Medicine. 4 Credits.
Explores major physiologic responses to high altitude (hypoxia), both adaptive and maladaptive, from systems to molecular level, as well as pathophysiologic conditions at high altitude. Offered alternate years.
Prereq: HPHY 325 and 371 with a C or better.

HPHY 480. Technology Development. 4 Credits.
Provides a foundation in principles of intellectual property and technology transfer, critical to technology development in clinical and sport industries.
Prereq: HPHY 371, HPHY 381.
Prereq: HPHY 323; HPHY 324.

HPHY 486. Orthopedic Biomechanics. 4 Credits.
Principles of musculoskeletal biomechanics relating to concepts in surgical and nonsurgical orthopedics. Course is beneficial to those pursing careers in medicine and health sciences.
Prereq: HPHY 381 with a C or better.

HPHY 503. Thesis. 1-16 Credits.
Repeatable.

HPHY 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

HPHY 508. Workshop: [Topic]. 1-15 Credits.
Repeatable.

HPHY 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

HPHY 512. Sleep Physiology. 4 Credits.
Fundamental principles of sleep and how physiology is affected by sleep.

HPHY 513. Muscle Structure, Function, and Plasticity. 4 Credits.
Physiologic basis for skeletal muscle adaptation to increased and decreased use and injury. Emphasizes how structure dictates function relevant to rehabilitation.

HPHY 514. Muscle Metabolism. 4 Credits.
Metabolic basis for skeletal muscle adaptation to increased and decreased use, and injury models. Emphasizes interorgan communication; uses clinical models.

HPHY 520. Human Anatomy Dissection. 2 Credits.
Dissection of one region of a preserved donated human cadaver and preparation of the specimen for the HPHY 321/HPHY 323/HPHY 325 laboratory experience. Students are accepted by application, which are due early February.

HPHY 522. Physiology of Obesity. 4 Credits.
Explores potential causes of the obesity epidemic, cellular mechanisms linking obesity to insulin resistance and metabolic diseases, and interventions in treatment of metabolic disease and obesity.

HPHY 533. Neurophysiology of Concussion. 4 Credits.
Investigate diagnosis, deficits, and treatment of mild traumatic brain injury and neurophysiological effects.
HPHY 534. Movement Disorders. 4 Credits.
Discusses the clinical manifestations and underlying physiological mechanisms of selected movement disorders. Emphasizes the role of scientific experiment in diagnosis and treatment.

HPHY 535. Physiology of Fatigue. 4 Credits.
Investigates neuromuscular function and fatigue and how the underlying physiology can contribute to fatigability discrepancies with respect to extraneous and pathophysiological factors.

HPHY 570. Environmental Physiology. 4 Credits.
Examination of physiological adaptations to acute and chronic exposure to extreme heat, cold, and high altitude.

HPHY 573. High Altitude Physiology and Medicine. 4 Credits.
Explores major physiologic responses to high altitude (hypoxia), both adaptive and maladaptive, from systems to molecular level, as well as pathophysiological conditions at high altitude. Offered alternate years.

HPHY 580. Technology Development. 4 Credits.
Provides a foundation in principles of intellectual property and technology transfer, critical to technology development in clinical and sport industries.

HPHY 586. Orthopedic Biomechanics. 4 Credits.
Principles of musculoskeletal biomechanics relating to concepts in surgical and nonsurgical orthopedics. Course is beneficial to those pursuing careers in medicine and health sciences.

Prereq: HPHY 381 or equivalent

HPHY 601. Research: [Topic]. 1-16 Credits.
Repeatable.

HPHY 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

HPHY 603. Dissertation. 1-16 Credits.
Repeatable.

HPHY 605. Reading and Conference: [Topic]. 1-15 Credits.
Repeatable.

HPHY 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable. Selected problems in the field of human physiology.

HPHY 607. Seminar: [Topic]. 1-9 Credits.
Repeatable. Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

HPHY 608. Workshop: [Topic]. 1-15 Credits.
Repeatable.

HPHY 609. Practicum: [Topic]. 1-15 Credits.
Repeatable.

HPHY 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

HPHY 611. Professional Skills I: Effective Teaching. 1 Credit.
Development of professional skills for academic careers related to human physiology. Sequence with HPHY 612, 613.

HPHY 612. Professional Skills II: Responsible Research. 1 Credit.
Development of professional skills for academic careers related to human physiology. Sequence with HPHY 611, 613.

HPHY 613. Professional Skills III: Career Development. 1 Credit.
Development of professional skills for academic careers related to human physiology. Sequence with HPHY 611, 612.

HPHY 621. Systems Physiology I. 4 Credits.
Advanced overview of neural physiology, neural control of human movement, and the biomechanical constraints underlying that control. Sequence with 622, 623.

HPHY 622. Systems Physiology II. 4 Credits.
Advanced overview of cardiovascular physiology and skeletal muscle cell physiology and metabolism. Series with HPHY 621, 623.

HPHY 623. Systems Physiology III. 4 Credits.
Advanced overview of renal and respiratory physiology. Series with HPHY 621, 622.

HPHY 631. Human Performance and Sports Products. 3 Credits.
Exploration of sciences of human performance; physiology and kinesiology, which inform the sports product industry at the level of product development, product design, and marketing. Available to nonmajors only.

HPHY 660. Basic Science in Clinical Decisions. 4 Credits.
Literature-based investigation into the basic science and clinical research underlying clinical decisions in athletic medicine.

HPHY 661. Manual Therapy: Movement Patterns, Core Stability. 2 Credits.
Advanced skills in proprioceptive neuromuscular facilitation (PNF) movement patterns, and both pilates principles and manual therapy to improve core stability. For certified athletic trainers. Offered alternate years.

Advanced skills in muscle energy, mobilization, and trigger-point release techniques for the spine and lower quadrant. For certified athletic trainers. Offered alternate years.

HPHY 669. The Female Athlete. 4 Credits.
Literature-based investigation of the unique anatomy and physiology, as well as social-cultural issues, of the female athlete related to sports medicine.

HPHY 670. Advanced Respiratory Physiology. 4 Credits.
Explores advanced concepts in respiratory physiology; includes exercise adaptations and examples of pathophysiology. Offered alternate years.

HPHY 671. Therapeutic Restoration of Biomotor Abilities. 3 Credits.
Exploration of advanced rehabilitation techniques for athletic trainers, including advanced program design, evaluation, and movement-sport analysis.

Pre- or coreq: certification as an athletic trainer or physical therapist.

HPHY 676. Human Cardiovascular Control. 4 Credits.
Cardiovascular physiology, including central control of blood pressure and flow regulation. An integrative approach toward how the cardiovascular system is coordinated with overall body function. Offered alternate years.

HPHY 660. Basic Science in Clinical Decisions. 4 Credits.
Literature-based investigation into the basic science and clinical research underlying clinical decisions in athletic medicine.

HPHY 661. Manual Therapy: Movement Patterns, Core Stability. 2 Credits.
Advanced skills in proprioceptive neuromuscular facilitation (PNF) movement patterns, and both pilates principles and manual therapy to improve core stability. For certified athletic trainers. Offered alternate years.

Advanced skills in muscle energy, mobilization, and trigger-point release techniques for the spine and lower quadrant. For certified athletic trainers. Offered alternate years.

HPHY 669. The Female Athlete. 4 Credits.
Literature-based investigation of the unique anatomy and physiology, as well as social-cultural issues, of the female athlete related to sports medicine.

HPHY 670. Advanced Respiratory Physiology. 4 Credits.
Explores advanced concepts in respiratory physiology; includes exercise adaptations and examples of pathophysiology. Offered alternate years.

HPHY 671. Therapeutic Restoration of Biomotor Abilities. 3 Credits.
Exploration of advanced rehabilitation techniques for athletic trainers, including advanced program design, evaluation, and movement-sport analysis.

Pre- or coreq: certification as an athletic trainer or physical therapist.

HPHY 676. Human Cardiovascular Control. 4 Credits.
Cardiovascular physiology, including central control of blood pressure and flow regulation. An integrative approach toward how the cardiovascular system is coordinated with overall body function. Offered alternate years.

HPHY 660. Basic Science in Clinical Decisions. 4 Credits.
Literature-based investigation into the basic science and clinical research underlying clinical decisions in athletic medicine.

HPHY 661. Manual Therapy: Movement Patterns, Core Stability. 2 Credits.
Advanced skills in proprioceptive neuromuscular facilitation (PNF) movement patterns, and both pilates principles and manual therapy to improve core stability. For certified athletic trainers. Offered alternate years.

Advanced skills in muscle energy, mobilization, and trigger-point release techniques for the spine and lower quadrant. For certified athletic trainers. Offered alternate years.

HPHY 669. The Female Athlete. 4 Credits.
Literature-based investigation of the unique anatomy and physiology, as well as social-cultural issues, of the female athlete related to sports medicine.

HPHY 670. Advanced Respiratory Physiology. 4 Credits.
Explores advanced concepts in respiratory physiology; includes exercise adaptations and examples of pathophysiology. Offered alternate years.

HPHY 671. Therapeutic Restoration of Biomotor Abilities. 3 Credits.
Exploration of advanced rehabilitation techniques for athletic trainers, including advanced program design, evaluation, and movement-sport analysis.

Pre- or coreq: certification as an athletic trainer or physical therapist.

HPHY 676. Human Cardiovascular Control. 4 Credits.
Cardiovascular physiology, including central control of blood pressure and flow regulation. An integrative approach toward how the cardiovascular system is coordinated with overall body function. Offered alternate years.

Prereq: HPHY 623.

HPHY 684. Kinematics of Human Movement. 4 Credits.
Theory and application of kinematic analysis of human motion. Emphasis on 2D and 3D kinematics, including data collection, analysis and modeling. Offered alternate years.

Prereq: HPHY 621.

HPHY 685. Kinetics of Human Movement. 4 Credits.
Experimental methods and mechanical theories associated with the analysis of joint forces and movements during human motion. Offered alternate years.

Prereq: HPHY 621.

International Studies

Kathie Carpenter, Department Head
541-346-5051
The Department of International Studies offers bachelor of arts (BA), bachelor of science (BS), and master of arts (MA) degrees. The program is tailored to give students the theoretical tools to make sense of the fast-changing global arena; ensure the practical application of their research; immerse them in the language, history, and culture of a major world region; ensure they live, study, conduct research, or hold an internship in their region of interest; and help them develop a professional concentration area suitable for their career goals. Professional concentration options are listed below.

The Department of International Studies is a member of the Association of Professional Schools of International Affairs and the International Studies Association. These links provide more opportunities in research, internships, funding, and employment for international studies students.

Faculty

Yvonne A. Braun, associate professor (development, social change, environment, Africa). See Women’s, Gender, and Sexuality Studies.


Emeritus


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

Participating

Carlos Aguirre, history

Sean Anthony, history

Ina Asim, history

Oluwakemi Balogun, women's, gender, and sexuality studies

Diane B. Baxter, anthropology

Erin Beck, political science

Aletta Biersack, anthropology

Bruce A. Blonigen, economics

Lindsay F. Braun, history

Daniel P. Buck, geography

Alfredo Burlando, economics

Mark Carey, honors college

Shankha Chakraborty, economics

Elisabeth Chan, landscape architecture

Shaul E. Cohen, geography

Jane K. Cramer, political science

Robert L. Davis, Romance languages

André Djiffack, Romance languages

Maram Epstein, East Asian languages and literatures

Michael Fakhri, law

John B. Foster, sociology

Alisa D. Freedman, East Asian languages and literatures

Pedro García-Caro, Latin American studies

Ibrahim J. Gassama, law

Bryna Goodman, history

Sangita Gopal, English

Jeffrey E. Hanes, history

Robert S. Haskett, history

Michael Hibbard, planning, public policy and management

David Hollenberg, religious studies

Zhuo Jing-Schmidt, East Asian languages and literatures

Lamia Karim, anthropology

Craig Kauffman, political science

Karrie Koesel, political science

Nicolas Larco, architecture
**Undergraduate Studies**

The bachelor’s degree offers students 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, environmental, social, and cultural) that exist among nations in the interdependent modern world.

**Advising**

The role of the faculty advisor as mentor is central to the program. Students applying to the major are required to choose a faculty member with whom they have a common area of interest to act as their advisor and mentor, typically one of the core or participating faculty members named in the departmental faculty list or a faculty member from the student’s concentration areas, professional or geographic. Advising about specific major requirements is provided by the department’s undergraduate advising office.

**Admission**

The first step for students planning to major in international studies is to declare the premajor. International studies premajors must first complete the requirements listed below before they can apply to the international studies major.

**Bachelor of Arts Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 101</td>
<td>Introduction to International Issues</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 199</td>
<td>Special Studies: [Topic] (Globalization and the Global Economy)</td>
<td></td>
</tr>
<tr>
<td>INTL 240</td>
<td>Perspectives on International Development</td>
<td></td>
</tr>
<tr>
<td>INTL 250</td>
<td>Value Systems in Cross-Cultural Perspective</td>
<td></td>
</tr>
<tr>
<td>INTL 260</td>
<td>Culture, Capitalism, and Globalization</td>
<td></td>
</tr>
<tr>
<td>INTL 280</td>
<td>Global Environmental Issues and Alternatives</td>
<td></td>
</tr>
</tbody>
</table>

Second-language sequence or equivalency demonstrated

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II (WR 123 strongly recommended)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or WR 123 College Composition III</td>
<td></td>
</tr>
</tbody>
</table>

Students must maintain a grade point average of 3.00 (cumulative) or higher than 3.00 for three consecutive terms prior to the term of application.

Courses required for the premajor must be passed with a C– or better. Freshman seminars do not count toward this requirement. Students are strongly encouraged not to wait until their junior or senior year to apply. Premajor advising and help with application procedures are available at the international studies undergraduate advising office. Applicants must meet with an international studies undergraduate advisor to review the application before submitting it for consideration. Applications are due on Monday of the fourth week of fall, winter, and spring terms.

In exceptional cases, students entering the university may apply to become an international studies major without completing the required two quarters. More information is available from an international studies undergraduate advisor.
Four upper-division courses in one area of concentration (see professional concentration areas list and tables) \(^3\)  

**Geographic Focus**
Courses on one cultural area (a group of nations that share common cultural, historical, geographic, and/or linguistic experiences); at least one of the four must have the INTL subject code \(^4\)

| Total Credits | 52 |

\(^1\) Should be taken before international core foundation courses. Must be taken prior to applying to the major.

\(^2\) INTL courses at the 300- and 400-level may be used to fulfill this requirement. More information is available from an international studies advisor.

\(^3\) Students may design their own professional concentration area if none of the predefined areas fits the student's professional goals. Students who choose this option must designate one of the core faculty members of the Department of International Studies as an advisor and work with that individual in designing the concentration.

\(^4\) As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement. Appropriate courses should have significant course content on the region of study. Areas of focus may include Africa, Europe, Latin America and the Caribbean, the Middle East, North America, South and Central Asia, and East and Southeast Asia. A North American geographic focus is only open to international students.

**Professional Concentration Areas**

- Comparative International Development (p. 324)
- Cross-Cultural Communication and Education (p. 324)
- Culture, Art, and Development (p. 325)
- Diplomacy and International Relations (p. 325)
- Global Health and Development (p. 326)
- International Business (p. 326)
- International Economics (p. 326)
- International Environment (p. 326)
- International Gender Issues (p. 327)
- International Nonprofit Management (p. 327)
- International Tourism (p. 327)
- Law and Human Rights (p. 328)
- Media, Journalism, and Communication (p. 328)
- Migration, Displacement, and Refugees (http://intldept.uoregon.edu/undergraduate/prof-concentration-areas/migration-displacement-refugees)
- Peace Studies and Conflict Resolution (p. 329)
- Second-Language Acquisition and Teaching (p. 329)

**Comparative International Development**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

**Cross-Cultural Communication and Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both of the following:</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td></td>
</tr>
<tr>
<td>INTL 433</td>
<td>Childhood in Cross-Cultural Perspective</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

**Geography**

- GEOG 343 Society, Culture, and Place
- GEOG 441 Political Geography
- GEOG 445 Culture, Ethnicity, and Nationalism

**International Studies**

- INTL 370 International Human Rights
- INTL 421 Gender and International Development
- INTL 432 Indigenous Cultural Survival
- INTL 434 Language Issues for International Studies
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 448</td>
<td>Bollywood's Lens on Indian Society</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 419</td>
<td>Performance, Politics, and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 449</td>
<td>Cultural Resource Management</td>
<td></td>
</tr>
<tr>
<td>ANTH 450</td>
<td>The Anthropology Museum</td>
<td></td>
</tr>
<tr>
<td>ARH 300</td>
<td>Critical Approaches to Art-Historical Study</td>
<td></td>
</tr>
<tr>
<td>AAD 251</td>
<td>The Arts and Visual Literacy</td>
<td></td>
</tr>
<tr>
<td>DAN 301</td>
<td>African Dance Aesthetics</td>
<td></td>
</tr>
<tr>
<td>FLR 411</td>
<td>Folklore and Religion</td>
<td></td>
</tr>
<tr>
<td>FLR 413</td>
<td>Folk Art and Material Culture</td>
<td></td>
</tr>
<tr>
<td>FLR 485</td>
<td>Film and Folklore</td>
<td></td>
</tr>
<tr>
<td>AAAP 411</td>
<td>Introduction to Historic Preservation</td>
<td></td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td></td>
</tr>
<tr>
<td>INTL 434</td>
<td>Language Issues for International Studies</td>
<td></td>
</tr>
<tr>
<td>J 396</td>
<td>International Communication</td>
<td></td>
</tr>
<tr>
<td>MUS 451</td>
<td>Introduction to Ethnomusicology</td>
<td></td>
</tr>
<tr>
<td>MUS 452</td>
<td>Musical Instruments of the World</td>
<td></td>
</tr>
<tr>
<td>PPPM 327</td>
<td>Global Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>PPPM 480</td>
<td>Nonprofit Management I</td>
<td></td>
</tr>
<tr>
<td>PS 301</td>
<td>Art and the State</td>
<td></td>
</tr>
<tr>
<td>TA 472</td>
<td>Multicultural Theater: [Topic]</td>
<td>12</td>
</tr>
<tr>
<td>ECON 380</td>
<td>International Economic Issues</td>
<td></td>
</tr>
<tr>
<td>ENVS 435</td>
<td>Environmental Justice</td>
<td></td>
</tr>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 445</td>
<td>Culture, Ethnicity, and Nationalism</td>
<td></td>
</tr>
<tr>
<td>GEOG 463</td>
<td>Geography, Law, and the Environment</td>
<td></td>
</tr>
<tr>
<td>HIST 451</td>
<td>American Foreign Relations: [Topic]</td>
<td></td>
</tr>
<tr>
<td>INTL 323</td>
<td>Islam and Global Forces</td>
<td>4</td>
</tr>
<tr>
<td>INTL 345</td>
<td>Africa Today: Issues and Concerns</td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td></td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
<td></td>
</tr>
<tr>
<td>INTL 442</td>
<td>South Asia: Development and Social Change</td>
<td></td>
</tr>
<tr>
<td>INTL 444</td>
<td>Development and Social Change in Sub-Saharan Africa</td>
<td></td>
</tr>
<tr>
<td>INTL 446</td>
<td>Development and Social Change in Latin America</td>
<td></td>
</tr>
<tr>
<td>PS 326</td>
<td>United States Foreign Policy I</td>
<td></td>
</tr>
<tr>
<td>PS 340</td>
<td>International Political Economy</td>
<td></td>
</tr>
<tr>
<td>PS 347</td>
<td>Political Power, Influence, and Control</td>
<td></td>
</tr>
<tr>
<td>PS 410</td>
<td>Experimental Course: [Topic] (Asian Environmental Issues)</td>
<td></td>
</tr>
<tr>
<td>PS 420</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 455</td>
<td>Theories of International Politics</td>
<td></td>
</tr>
<tr>
<td>PS 477</td>
<td>International Environmental Politics</td>
<td></td>
</tr>
<tr>
<td>PS 480</td>
<td>Introduction to Rational Choice</td>
<td></td>
</tr>
<tr>
<td>SOC 303</td>
<td>World Population</td>
<td></td>
</tr>
<tr>
<td>SOC 420</td>
<td>Political Economy</td>
<td></td>
</tr>
<tr>
<td>SOC 464</td>
<td>Systems of War and Peace</td>
<td></td>
</tr>
<tr>
<td>SOC 465</td>
<td>Political Sociology</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 435</td>
<td>Environmental Justice</td>
<td></td>
</tr>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 445</td>
<td>Culture, Ethnicity, and Nationalism</td>
<td></td>
</tr>
<tr>
<td>GEOG 463</td>
<td>Geography, Law, and the Environment</td>
<td></td>
</tr>
<tr>
<td>HIST 451</td>
<td>American Foreign Relations: [Topic]</td>
<td></td>
</tr>
<tr>
<td>INTL 323</td>
<td>Islam and Global Forces</td>
<td>4</td>
</tr>
<tr>
<td>INTL 345</td>
<td>Africa Today: Issues and Concerns</td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td></td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
<td></td>
</tr>
<tr>
<td>INTL 442</td>
<td>South Asia: Development and Social Change</td>
<td></td>
</tr>
<tr>
<td>INTL 444</td>
<td>Development and Social Change in Sub-Saharan Africa</td>
<td></td>
</tr>
<tr>
<td>INTL 446</td>
<td>Development and Social Change in Latin America</td>
<td></td>
</tr>
<tr>
<td>PS 326</td>
<td>United States Foreign Policy I</td>
<td></td>
</tr>
<tr>
<td>PS 340</td>
<td>International Political Economy</td>
<td></td>
</tr>
<tr>
<td>PS 347</td>
<td>Political Power, Influence, and Control</td>
<td></td>
</tr>
<tr>
<td>PS 410</td>
<td>Experimental Course: [Topic] (Asian Environmental Issues)</td>
<td></td>
</tr>
<tr>
<td>PS 420</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 455</td>
<td>Theories of International Politics</td>
<td></td>
</tr>
<tr>
<td>PS 477</td>
<td>International Environmental Politics</td>
<td></td>
</tr>
<tr>
<td>PS 480</td>
<td>Introduction to Rational Choice</td>
<td></td>
</tr>
<tr>
<td>SOC 303</td>
<td>World Population</td>
<td></td>
</tr>
<tr>
<td>SOC 420</td>
<td>Political Economy</td>
<td></td>
</tr>
<tr>
<td>SOC 464</td>
<td>Systems of War and Peace</td>
<td></td>
</tr>
<tr>
<td>SOC 465</td>
<td>Political Sociology</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
## Global Health and Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 340</td>
<td>Global Health and Development</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>Select three courses from the following:</td>
<td>8</td>
</tr>
<tr>
<td><strong>African Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFR 410</td>
<td>Experimental Course (Global Disease Eradication)</td>
<td></td>
</tr>
<tr>
<td><strong>Anthropology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 420</td>
<td>Culture, Illness, and Healing</td>
<td></td>
</tr>
<tr>
<td>ANTH 474</td>
<td>Human Skeletal Pathology</td>
<td></td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 309</td>
<td>Tropical Diseases in Africa</td>
<td></td>
</tr>
<tr>
<td>BI 426</td>
<td>Genetics of Cancer</td>
<td></td>
</tr>
<tr>
<td>BI 471</td>
<td>Population Ecology</td>
<td></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Population and Environment</td>
<td></td>
</tr>
<tr>
<td><strong>International Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td></td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td></td>
</tr>
<tr>
<td>INTL 463</td>
<td>Population Displacement and Global Health</td>
<td></td>
</tr>
<tr>
<td>INTL 465</td>
<td>Global Reproductive Health</td>
<td></td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 366</td>
<td>Culture and Mental Health</td>
<td></td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 399</td>
<td>Special Studies: [Topic] (Health and Medicine)</td>
<td>1-5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>13-17</td>
</tr>
</tbody>
</table>

### International Business

*This concentration area requires early planning to meet prerequisites. See departmental advisors for prerequisites specific to international studies majors.*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 420</td>
<td>Managing in a Global Economy</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 470</td>
<td>International Marketing</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>Select two courses from the following:</td>
<td>8</td>
</tr>
<tr>
<td><strong>Business Administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 361</td>
<td>Cross-Cultural Business Communication</td>
<td></td>
</tr>
<tr>
<td>BA 365</td>
<td>Cross-Cultural Negotiation</td>
<td></td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 370</td>
<td>Money and Banking</td>
<td></td>
</tr>
<tr>
<td>EC 380</td>
<td>International Economic Issues</td>
<td></td>
</tr>
<tr>
<td>EC 480</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>EC 481</td>
<td>International Trade</td>
<td></td>
</tr>
<tr>
<td>EC 484</td>
<td>Multinational Corporations</td>
<td></td>
</tr>
<tr>
<td>EC 490</td>
<td>Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td><strong>International Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### International Economics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 480</td>
<td>International Finance</td>
<td>8</td>
</tr>
<tr>
<td>or EC 490</td>
<td>Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td>or EC 491</td>
<td>Issues in Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>Select two courses from the following:</td>
<td>8</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 360</td>
<td>Issues in Industrial Organization</td>
<td></td>
</tr>
<tr>
<td>EC 380</td>
<td>International Economic Issues</td>
<td></td>
</tr>
<tr>
<td>EC 421</td>
<td>Introduction to Econometrics</td>
<td></td>
</tr>
<tr>
<td>EC 440</td>
<td>Public Economics</td>
<td></td>
</tr>
<tr>
<td>EC 461</td>
<td>Industrial Organization and Public Policy</td>
<td></td>
</tr>
<tr>
<td>EC 490</td>
<td>Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td>EC 491</td>
<td>Issues in Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### International Environment

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>Select three courses from the following:</td>
<td>12</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>INTL 421</td>
<td>Gender and International Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 433</td>
<td>Childhood in Cross-Cultural Perspective</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 314</td>
<td>Gender in Cross-Cultural Perspective</td>
<td></td>
</tr>
<tr>
<td>ANTH 315</td>
<td>Gender, Folklore, Inequality</td>
<td></td>
</tr>
<tr>
<td>GEOG 410</td>
<td>Experimental Course: [Topic] (Gender &amp; Geography)</td>
<td></td>
</tr>
<tr>
<td>INTL 407</td>
<td>Seminar: [Topic] (Women’s Movements around the World)</td>
<td></td>
</tr>
<tr>
<td>INTL 465</td>
<td>Global Reproductive Health</td>
<td></td>
</tr>
<tr>
<td>PPPM 327</td>
<td>Global Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>PS 348</td>
<td>Women and Politics</td>
<td></td>
</tr>
<tr>
<td>SOC 355</td>
<td>Sociology of Gender</td>
<td></td>
</tr>
<tr>
<td>SOC 455</td>
<td>Issues in Sociology of Gender: [Topic]</td>
<td></td>
</tr>
<tr>
<td>SOC 456</td>
<td>Feminist Theory</td>
<td></td>
</tr>
<tr>
<td>WGS 315</td>
<td>History and Development of Feminist Theory</td>
<td></td>
</tr>
<tr>
<td>WGS 432</td>
<td>Gender, Environment, and Development</td>
<td></td>
</tr>
</tbody>
</table>

International Nonprofit Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 480</td>
<td>Nonprofit Management I</td>
<td>4</td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td>4</td>
</tr>
<tr>
<td>or INTL 422</td>
<td>Aid to Developing Countries</td>
<td></td>
</tr>
<tr>
<td>PPPM 280</td>
<td>Introduction to the Nonprofit Sector</td>
<td></td>
</tr>
<tr>
<td>PPPM 325</td>
<td>Community Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>PPPM 327</td>
<td>Global Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>PPPM 422</td>
<td>Grant Proposal Writing</td>
<td></td>
</tr>
<tr>
<td>PPPM 455</td>
<td>Social Planning and Policy: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PPPM 481</td>
<td>Fundraising for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>PPPM 494</td>
<td>Practice of Leadership and Change</td>
<td></td>
</tr>
</tbody>
</table>

International Tourism

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
<td>4</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 317</td>
<td>Marketing: Creating Value for Customers</td>
<td></td>
</tr>
<tr>
<td>BA 318</td>
<td>Finance: Creating Value through Capital</td>
<td></td>
</tr>
<tr>
<td>INTL 407</td>
<td>Global Community Development</td>
<td></td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td></td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td></td>
</tr>
<tr>
<td>J 340</td>
<td>Principles of Advertising</td>
<td></td>
</tr>
<tr>
<td>J 350</td>
<td>Principles of Public Relations</td>
<td></td>
</tr>
<tr>
<td>PPPM 280</td>
<td>Introduction to the Nonprofit Sector</td>
<td></td>
</tr>
<tr>
<td>PPPM 325</td>
<td>Community Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>PPPM 327</td>
<td>Global Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>PPPM 422</td>
<td>Grant Proposal Writing</td>
<td></td>
</tr>
<tr>
<td>PPPM 455</td>
<td>Social Planning and Policy: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PPPM 481</td>
<td>Fundraising for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>PPPM 494</td>
<td>Practice of Leadership and Change</td>
<td></td>
</tr>
</tbody>
</table>
**International Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
</tr>
<tr>
<td>INTL 421</td>
<td>Gender and International Development</td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
</tr>
</tbody>
</table>

**Marketing**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>MKTG 470</td>
<td>International Marketing</td>
</tr>
</tbody>
</table>

**Planning, Public Policy and Management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 327</td>
<td>Global Leadership and Change</td>
</tr>
<tr>
<td>PPPM 410</td>
<td>Experimental Course: [Topic] (International</td>
</tr>
<tr>
<td></td>
<td>Tourism or Sustainable Eco-Tourism)</td>
</tr>
<tr>
<td>PPPM 422</td>
<td>Grant Proposal Writing</td>
</tr>
<tr>
<td>PPPM 480</td>
<td>Nonprofit Management I</td>
</tr>
</tbody>
</table>

**Political Science**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 399</td>
<td>Special Studies: [Topic] (International</td>
</tr>
<tr>
<td></td>
<td>Peacekeeping, Palestine and Israel)</td>
</tr>
<tr>
<td>PS 420</td>
<td></td>
</tr>
<tr>
<td>PS 485</td>
<td>Civil Rights and Civil Liberties</td>
</tr>
</tbody>
</table>

**Sociology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 304</td>
<td>Community, Environment, and Society</td>
</tr>
<tr>
<td>SOC 420</td>
<td>Political Economy</td>
</tr>
</tbody>
</table>

**Total Credits** 16

---

**Law and Human Rights**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 370</td>
<td>International Human Rights</td>
<td>4</td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Anthropology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 314</td>
<td>Gender in Cross-Cultural Perspective</td>
</tr>
</tbody>
</table>

**Environmental Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 435</td>
<td>Environmental Justice</td>
</tr>
</tbody>
</table>

**Geography**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 445</td>
<td>Culture, Ethnicity, and Nationalism</td>
</tr>
<tr>
<td>GEOG 463</td>
<td>Geography, Law, and the Environment</td>
</tr>
</tbody>
</table>

**International Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 323</td>
<td>Islam and Global Forces</td>
</tr>
<tr>
<td>INTL 360</td>
<td>International Cooperation and Conflict</td>
</tr>
<tr>
<td>INTL 421</td>
<td>Gender and International Development</td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
</tr>
<tr>
<td>INTL 442</td>
<td>South Asia: Development and Social Change</td>
</tr>
<tr>
<td>INTL 444</td>
<td></td>
</tr>
<tr>
<td>INTL 445</td>
<td>Development and Social Change in Sub-</td>
</tr>
<tr>
<td></td>
<td>Saharan Africa</td>
</tr>
<tr>
<td>INTL 446</td>
<td>Development and Social Change in Latin</td>
</tr>
<tr>
<td></td>
<td>America</td>
</tr>
</tbody>
</table>

**Law**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 610</td>
<td>Experimental Course: [Topic] (International</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law)</td>
<td></td>
</tr>
<tr>
<td>LAW 671</td>
<td>International Law</td>
<td></td>
</tr>
<tr>
<td>LAW 693</td>
<td>Human Rights and Environment</td>
<td></td>
</tr>
</tbody>
</table>

**Planning, Public Policy and Management**

**Total Credits** 16

---

**Media, Journalism, and Communication**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 396</td>
<td>International Communication</td>
<td>4</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>or INTL 434</td>
<td>Language Issues for International Studies</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Comparative Literature**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLT 450</td>
<td>Comparative Studies in Cinema: [Topic]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Comparative Film Imperialisms)</td>
<td></td>
</tr>
</tbody>
</table>

**International Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 345</td>
<td>Africa Today: Issues and Concerns</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
</tr>
<tr>
<td>INTL 442</td>
<td>South Asia: Development and Social Change</td>
</tr>
<tr>
<td>INTL 444</td>
<td></td>
</tr>
<tr>
<td>INTL 445</td>
<td>Development and Social Change in Sub-</td>
</tr>
<tr>
<td></td>
<td>Saharan Africa</td>
</tr>
<tr>
<td>INTL 446</td>
<td>Development and Social Change in Latin</td>
</tr>
<tr>
<td></td>
<td>America</td>
</tr>
</tbody>
</table>

**Journalism and Communication**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 350</td>
<td>Principles of Public Relations</td>
</tr>
</tbody>
</table>

**Marketing**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 420</td>
<td>Marketing Communications</td>
</tr>
</tbody>
</table>

**Planning, Public Policy and Management**

**Sociology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 317</td>
<td>Sociology of the Mass Media</td>
</tr>
</tbody>
</table>

**Total Credits** 16

---

**Migration, Displacement, and Refugees**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>INTL 463</td>
<td>Population Displacement and Global Health</td>
<td>4</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

¹ A special registration process is required for law courses.
Select two courses from the following: 8

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anthropology</strong></td>
<td>ANTH 413</td>
<td>Culture and Psychology</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>EC 430</td>
<td>Urban and Regional Economics</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>GEOG 443</td>
<td></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>HIST 240</td>
<td>War in the Modern World I</td>
</tr>
<tr>
<td></td>
<td>HIST 415</td>
<td>Advanced World History: [Topic] (Global Migrations)</td>
</tr>
<tr>
<td><strong>International Studies</strong></td>
<td>INTL 432</td>
<td>Indigenous Cultural Survival</td>
</tr>
<tr>
<td></td>
<td>INTL 442</td>
<td>South Asia: Development and Social Change</td>
</tr>
<tr>
<td></td>
<td>INTL 444</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INTL 445</td>
<td>Development and Social Change in Sub-Saharan Africa</td>
</tr>
<tr>
<td></td>
<td>INTL 446</td>
<td>Development and Social Change in Latin America</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td>SOC 303</td>
<td>World Population</td>
</tr>
<tr>
<td></td>
<td>SOC 442</td>
<td>Issues in Urban Sociology: [Topic] (Urbanization and the City)</td>
</tr>
<tr>
<td></td>
<td>SOC 450</td>
<td>Sociology of Developing Areas</td>
</tr>
<tr>
<td><strong>Peace Studies and Conflict Resolution</strong></td>
<td>INTL 360</td>
<td>International Cooperation and Conflict</td>
</tr>
</tbody>
</table>

Select one of the following: 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 370</td>
<td>International Human Rights</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select two courses from the following: 8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRES 410</td>
<td>Experimental Course: [Topic]</td>
</tr>
<tr>
<td>ENVS 435</td>
<td>Environmental Justice</td>
</tr>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
</tr>
<tr>
<td>GEOG 445</td>
<td>Culture, Ethnicity, and Nationalism</td>
</tr>
<tr>
<td><strong>International Studies</strong></td>
<td>INTL 407</td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
</tr>
<tr>
<td>INTL 421</td>
<td>Gender and International Development</td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
</tr>
<tr>
<td>INTL 434</td>
<td>Language Issues for International Studies</td>
</tr>
<tr>
<td>Planning, Public Policy and Management</td>
<td></td>
</tr>
</tbody>
</table>
(ten weeks) of study or work in another country that coincides with their geographical focus area. For information about study abroad, see Study Abroad in the Supplementary Academic Programming section of this catalog. Advice is available from the Office of International Affairs, 330 Oregon Hall.

Internship Option
Students may earn pass/no pass (P/N) credit for work done as interns. Interested students should consult with international studies advisors.

Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 101</td>
<td>Introduction to International Issues</td>
<td>4</td>
</tr>
</tbody>
</table>

International Core Foundation
Select four of the following: ²

- INTL 199 Special Studies: [Topic] (Globalization and the Global Economy)
- INTL 240 Perspectives on International Development
- INTL 250 Value Systems in Cross-Cultural Perspective
- INTL 260 Culture, Capitalism, and Globalization
- INTL 280 Global Environmental Issues and Alternatives

Professional Concentration Area
Four upper-division courses in one area of concentration (see professional concentration areas list and tables) ³

Geographic Focus
Courses on one cultural area (a group of nations that share common cultural, historical, geographic, and/or linguistic experiences); at least one of the four must have the INTL subject code ⁴

Total Credits 52

¹ Should be taken before international core foundation courses. Must be taken prior to applying to the major.
² INTL courses at the 300- and 400-level may be used to fulfill this requirement. More information is available from an international studies advisor.
³ Students may design their own professional concentration area if none of the predefined areas fits the student’s professional goals. Students who choose this option must designate one of the core faculty members of the Department of International Studies as an advisor and work with that individual in designing the concentration.
⁴ As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement. Appropriate courses should have significant course content on the region of study. Areas of focus may include Africa, Europe, Latin America and the Caribbean, the Middle East, North America, South and Central Asia, and East and Southeast Asia. A North American geographic focus is only open to international students.

Professional Concentration Areas
- Comparative International Development (p. 324)
- Cross-Cultural Communication and Education (p. 324)
- Culture, Art, and Development (p. 325)
- Diplomacy and International Relations (p. 325)
- Global Health and Development (p. 326)
- International Business (p. 326)
- International Economics (p. 326)
- International Environment (p. 326)
- International Gender Issues (p. 327)
- International Nonprofit Management (p. 327)
- International Tourism (p. 327)
- Law and Human Rights (p. 328)
- Media, Journalism, and Communication (p. 328)
- Migration, Displacement, and Refugees (http://intldept.uoregon.edu/undergraduate/prof-concentration-areas/migration-displacement-refugees)
- Peace Studies and Conflict Resolution (p. 329)
- Second-Language Acquisition and Teaching (p. 329)

Comparative International Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Courses
Select two courses from the following: 8

Economics
- EC 390 Problems and Issues in the Developing Economies
- EC 490 Economic Growth and Development
- EC 491 Issues in Economic Growth and Development

Geography
- GEOG 341 Population and Environment
- GEOG 342 Geography of Globalization
- GEOG 465 Environment and Development

International Studies
- INTL 345 Africa Today: Issues and Concerns
- INTL 421 Gender and International Development
- INTL 423 Development and the Muslim World
- INTL 431 Cross-Cultural Communication
- INTL 442 South Asia: Development and Social Change
- INTL 444
- INTL 445 Development and Social Change in Sub-Saharan Africa
- INTL 446 Development and Social Change in Latin America

Planning, Public Policy and Management
- PPPM 327 Global Leadership and Change
- PPPM 422 Grant Proposal Writing
- PPPM 432 Justice and Urban Revitalization
- PPPM 448 Collaborative Planning and Management
- PPPM 480 Nonprofit Management I

Political Science
- PS 420

Sociology
### The University of Oregon

**SOC 303**  World Population  
**SOC 420**  Political Economy  
**SOC 450**  Sociology of Developing Areas  

**Total Credits**  16

### Cross-Cultural Communication and Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>8</td>
</tr>
<tr>
<td>INTL 433</td>
<td>Childhood in Cross-Cultural Perspective</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 343</td>
<td>Society, Culture, and Place</td>
<td></td>
</tr>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 445</td>
<td>Culture, Ethnicity, and Nationalism</td>
<td></td>
</tr>
<tr>
<td><strong>International Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 370</td>
<td>International Human Rights</td>
<td></td>
</tr>
<tr>
<td>INTL 421</td>
<td>Gender and International Development</td>
<td></td>
</tr>
<tr>
<td>INTL 432</td>
<td>Indigenous Cultural Survival</td>
<td></td>
</tr>
<tr>
<td>INTL 434</td>
<td>Language Issues for International Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Journalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 396</td>
<td>International Communication</td>
<td>4</td>
</tr>
<tr>
<td><strong>Linguistics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 211</td>
<td>Languages of the World</td>
<td></td>
</tr>
<tr>
<td><strong>Planning, Public Policy and Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 327</td>
<td>Global Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>PPPM 422</td>
<td>Grant Proposal Writing</td>
<td></td>
</tr>
<tr>
<td>PPPM 480</td>
<td>Nonprofit Management I</td>
<td></td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 420</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 303</td>
<td>World Population</td>
<td>4</td>
</tr>
<tr>
<td>SOC 461</td>
<td>Sociology of Religion</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

### Culture, Art, and Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 448</td>
<td>Bollywood's Lens on Indian Society</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three courses from the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 419</td>
<td>Performance, Politics, and Folklore</td>
<td></td>
</tr>
<tr>
<td>ANTH 449</td>
<td>Cultural Resource Management</td>
<td></td>
</tr>
<tr>
<td>ANTH 450</td>
<td>The Anthropology Museum</td>
<td></td>
</tr>
<tr>
<td><strong>Art History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARH 300</td>
<td>Critical Approaches to Art-Historical Study</td>
<td></td>
</tr>
<tr>
<td><strong>Arts and Administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAD 251</td>
<td>The Arts and Visual Literacy</td>
<td></td>
</tr>
</tbody>
</table>

### Diplomacy and International Relations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 380</td>
<td>International Economic Issues</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 435</td>
<td>Environmental Justice</td>
<td></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 445</td>
<td>Culture, Ethnicity, and Nationalism</td>
<td></td>
</tr>
<tr>
<td>GEOG 463</td>
<td>Geography, Law, and the Environment</td>
<td></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 451</td>
<td>American Foreign Relations: [Topic]</td>
<td></td>
</tr>
<tr>
<td><strong>International Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 323</td>
<td>Islam and Global Forces</td>
<td>4</td>
</tr>
<tr>
<td>INTL 345</td>
<td>Africa Today: Issues and Concerns</td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td></td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
<td></td>
</tr>
<tr>
<td>INTL 442</td>
<td>South Asia: Development and Social Change</td>
<td></td>
</tr>
<tr>
<td>INTL 444</td>
<td>Development and Social Change in Sub-Saharan Africa</td>
<td></td>
</tr>
</tbody>
</table>
### Global Health and Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 446</td>
<td>Development and Social Change in Latin America</td>
<td></td>
</tr>
<tr>
<td>Planning, Public Policy and Management</td>
<td>PPPM 327 Global Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 326</td>
<td>United States Foreign Policy I</td>
<td></td>
</tr>
<tr>
<td>PS 340</td>
<td>International Political Economy</td>
<td></td>
</tr>
<tr>
<td>PS 347</td>
<td>Political Power, Influence, and Control</td>
<td></td>
</tr>
<tr>
<td>PS 410</td>
<td>Experimental Course: [Topic] (Asian Environmental Issues)</td>
<td></td>
</tr>
<tr>
<td>PS 420</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 455</td>
<td>Theories of International Politics</td>
<td></td>
</tr>
<tr>
<td>PS 477</td>
<td>International Environmental Politics</td>
<td></td>
</tr>
<tr>
<td>PS 480</td>
<td>Introduction to Rational Choice</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 303</td>
<td>World Population</td>
<td></td>
</tr>
<tr>
<td>SOC 420</td>
<td>Political Economy</td>
<td></td>
</tr>
<tr>
<td>SOC 464</td>
<td>Systems of War and Peace</td>
<td></td>
</tr>
<tr>
<td>SOC 465</td>
<td>Political Sociology</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 20

### International Business

This concentration area requires early planning to meet prerequisites. See departmental advisors for prerequisites specific to international studies majors.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 420</td>
<td>Managing in a Global Economy</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 470</td>
<td>International Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 361</td>
<td>Cross-Cultural Business Communication</td>
<td></td>
</tr>
<tr>
<td>BA 365</td>
<td>Cross-Cultural Negotiation</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 370</td>
<td>Money and Banking</td>
<td></td>
</tr>
<tr>
<td>EC 380</td>
<td>International Economic Issues</td>
<td></td>
</tr>
<tr>
<td>EC 480</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>EC 481</td>
<td>International Trade</td>
<td></td>
</tr>
<tr>
<td>EC 484</td>
<td>Multinational Corporations</td>
<td></td>
</tr>
<tr>
<td>EC 490</td>
<td>Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 345</td>
<td>Africa Today: Issues and Concerns</td>
<td></td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td></td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
<td></td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td></td>
</tr>
<tr>
<td>INTL 442</td>
<td>South Asia: Development and Social Change</td>
<td></td>
</tr>
<tr>
<td>INTL 444</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 445</td>
<td>Development and Social Change in Sub-Saharan Africa</td>
<td></td>
</tr>
<tr>
<td>INTL 446</td>
<td>Development and Social Change in Latin America</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td></td>
</tr>
<tr>
<td>MGMT 417</td>
<td>Negotiation Strategies</td>
<td></td>
</tr>
<tr>
<td>Planning, Public Policy and Management</td>
<td>PPPM 327 Global Leadership and Change</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 16

If double-majoring in business administration and international studies, other options apply.

### International Economics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 480</td>
<td>International Finance</td>
<td>8</td>
</tr>
<tr>
<td>&amp; EC 481</td>
<td>and International Trade</td>
<td></td>
</tr>
<tr>
<td>or EC 490</td>
<td>Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td>&amp; EC 491</td>
<td>and Issues in Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 360</td>
<td>Issues in Industrial Organization</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EC 380</td>
<td>International Economic Issues</td>
<td></td>
</tr>
<tr>
<td>EC 421</td>
<td>Introduction to Econometrics</td>
<td></td>
</tr>
<tr>
<td>EC 440</td>
<td>Public Economics</td>
<td></td>
</tr>
<tr>
<td>EC 461</td>
<td>Industrial Organization and Public Policy</td>
<td></td>
</tr>
<tr>
<td>EC 490</td>
<td>Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td>EC 491</td>
<td>Issues in Economic Growth and Development</td>
<td></td>
</tr>
</tbody>
</table>

**Geography**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 342</td>
<td>Geography of Globalization</td>
<td></td>
</tr>
</tbody>
</table>

**International Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td></td>
</tr>
</tbody>
</table>

**Planning, Public Policy and Management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 327</td>
<td>Global Leadership and Change</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

16

---

### International Environment

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select three courses from the following:

12

<table>
<thead>
<tr>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 333</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 435</td>
</tr>
<tr>
<td>ENVS 450</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 430</td>
</tr>
<tr>
<td>GEOG 461</td>
</tr>
<tr>
<td>GEOG 463</td>
</tr>
<tr>
<td>GEOG 465</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 422</td>
</tr>
<tr>
<td>INTL 432</td>
</tr>
</tbody>
</table>

**Planning, Public Policy and Management**

| PPPM 327 | Global Leadership and Change |
| PPPM 443 | Natural Resource Policy |

**Political Science**

| PS 477 | International Environmental Politics |

**Total Credits**

16

---

### International Nonprofit Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 480</td>
<td>Nonprofit Management I</td>
<td>4</td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td>4</td>
</tr>
<tr>
<td>or INTL 422</td>
<td>Aid to Developing Countries</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses**

Select two courses from the following:

8

<table>
<thead>
<tr>
<th>Arts and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 420</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 316</td>
</tr>
<tr>
<td>BA 317</td>
</tr>
<tr>
<td>BA 318</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 330</td>
</tr>
<tr>
<td>EC 333</td>
</tr>
<tr>
<td>EC 340</td>
</tr>
<tr>
<td>EC 390</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 420</td>
</tr>
<tr>
<td>INTL 422</td>
</tr>
<tr>
<td>INTL 431</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Journalism and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 340</td>
</tr>
<tr>
<td>J 350</td>
</tr>
</tbody>
</table>

**Planning, Public Policy and Management**

| PPPM 280 | Introduction to the Nonprofit Sector |
| PPPM 325 | Community Leadership and Change |

**Total Credits**

16

---

### International Gender Issues

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 421</td>
<td>Gender and International Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 433</td>
<td>Childhood in Cross-Cultural Perspective</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select two courses from the following:

8

<table>
<thead>
<tr>
<th>Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 314</td>
</tr>
<tr>
<td>ANTH 315</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 410</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 407</td>
</tr>
<tr>
<td>INTL 465</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning, Public Policy and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 327</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 348</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 355</td>
</tr>
<tr>
<td>SOC 455</td>
</tr>
<tr>
<td>SOC 456</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women's, Gender, and Sexuality Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 315</td>
</tr>
<tr>
<td>WGS 432</td>
</tr>
</tbody>
</table>

**Total Credits**

16

---
### International Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 327</td>
<td>Global Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>PPPM 422</td>
<td>Grant Proposal Writing</td>
<td></td>
</tr>
<tr>
<td>PPPM 455</td>
<td>Social Planning and Policy: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PPPM 481</td>
<td>Fundraising for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>PPPM 494</td>
<td>Practice of Leadership and Change</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 16

### International Tourism

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 441</td>
<td>Political Geography</td>
<td>4</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select two courses from the following: 8

- **Business Administration**
  - BA 317  Marketing: Creating Value for Customers
- **Geography**
  - GEOG 342  Geography of Globalization
  - GEOG 465  Environment and Development
- **International Studies**
  - INTL 420  Global Community Development
  - INTL 421  Gender and International Development
  - INTL 422  Aid to Developing Countries
  - INTL 431  Cross-Cultural Communication
- **Marketing**
  - MKTG 311  Marketing Management
  - MKTG 470  International Marketing
- **Planning, Public Policy and Management**
  - PPPM 327  Global Leadership and Change
  - PPPM 410  Experimental Course: [Topic] (International Tourism or Sustainable Eco-Tourism)
  - PPPM 422  Grant Proposal Writing
  - PPPM 480  Nonprofit Management I
- **Political Science**
  - PS 399  International Environmental Politics
- **Sociology**
  - SOC 304  Community, Environment, and Society
  - SOC 420  Political Economy

**Total Credits**: 16

---

1 A special registration process is required for law courses.

### Law and Human Rights

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 370</td>
<td>International Human Rights</td>
<td>4</td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select two courses from the following: 8

- **Anthropology**
  - ANTH 314  Gender in Cross-Cultural Perspective
- **Environmental Studies**
  - ENVS 435  Environmental Justice
- **Geography**
  - GEOG 445  Culture, Ethnicity, and Nationalism
  - GEOG 463  Geography, Law, and the Environment
- **International Studies**
  - INTL 323  Islam and Global Forces
  - INTL 360  International Cooperation and Conflict
  - INTL 421  Gender and International Development
  - INTL 423  Development and the Muslim World
  - INTL 431  Cross-Cultural Communication
  - INTL 442  South Asia: Development and Social Change
  - INTL 444  Development and Social Change in Sub-Saharan Africa
  - INTL 445  Development and Social Change in Latin America
- **Law**
  - LAW 610  Experimental Course: [Topic] (International Law)
  - LAW 671  International Law
  - LAW 693  Human Rights and Environment
- **Planning, Public Policy and Management**
  - PPPM 327  Global Leadership and Change
  - PPPM 418  Introduction to Public Law
- **Political Science**
  - PS 399  Special Studies: [Topic] (International Peacekeeping, Palestine and Israel)
  - PS 420  Civil Rights and Civil Liberties
  - PS 485  Civil Rights and Civil Liberties
- **Sociology**
  - SOC 464  Systems of War and Peace

**Total Credits**: 16

### Media, Journalism, and Communication

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 396</td>
<td>International Communication</td>
<td>4</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>INTL 434</td>
<td>Language Issues for International Studies</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses**

Select two courses from the following: 8

- **Comparative Literature**
  - COLT 450  Comparative Studies in Cinema: [Topic] (Comparative Film Imperialisms)
- **International Studies**
  - INTL 345  Africa Today: Issues and Concerns
  - INTL 431  Cross-Cultural Communication
  - INTL 442  South Asia: Development and Social Change
  - INTL 444  Development and Social Change in Sub-Saharan Africa
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 446</td>
<td>Development and Social Change in Latin America</td>
<td></td>
</tr>
<tr>
<td>J 350</td>
<td>Principles of Public Relations</td>
<td></td>
</tr>
<tr>
<td>MKTG 420</td>
<td>Marketing Communications</td>
<td></td>
</tr>
<tr>
<td>PPPM 327</td>
<td>Global Leadership and Change</td>
<td></td>
</tr>
<tr>
<td>SOC 317</td>
<td>Sociology of the Mass Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

### Migration, Displacement, and Refugees

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following:</td>
<td></td>
</tr>
<tr>
<td>INTL 420</td>
<td>Global Community Development</td>
<td>4</td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>INTL 463</td>
<td>Population Displacement and Global Health</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following:</td>
<td>8</td>
</tr>
<tr>
<td>ANTH 413</td>
<td>Culture and Psychology</td>
<td></td>
</tr>
<tr>
<td>EC 430</td>
<td>Urban and Regional Economics</td>
<td></td>
</tr>
<tr>
<td>GEOG 443</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 240</td>
<td>War in the Modern World I</td>
<td></td>
</tr>
<tr>
<td>HIST 415</td>
<td>Advanced World History: [Topic] (Global Migrations)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Studies</td>
<td></td>
</tr>
<tr>
<td>INTL 432</td>
<td>Indigenous Cultural Survival</td>
<td></td>
</tr>
<tr>
<td>INTL 442</td>
<td>South Asia: Development and Social Change</td>
<td></td>
</tr>
<tr>
<td>INTL 444</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 445</td>
<td>Development and Social Change in Sub-Saharan Africa</td>
<td></td>
</tr>
<tr>
<td>INTL 446</td>
<td>Development and Social Change in Latin America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>SOC 303</td>
<td>World Population</td>
<td></td>
</tr>
<tr>
<td>SOC 442</td>
<td>Issues in Urban Sociology: [Topic] (Urbanization and the City)</td>
<td></td>
</tr>
<tr>
<td>SOC 450</td>
<td>Sociology of Developing Areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>20</td>
</tr>
</tbody>
</table>

### Peace Studies and Conflict Resolution

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>INTL 370</td>
<td>International Human Rights</td>
<td></td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following:</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Conflict and Dispute Resolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second-Language Acquisition and Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses must be passed with grades of C– or better to satisfy major requirements. In addition, three years’ proficiency in a second language is required. To encourage the study of less commonly taught languages, students may also fulfill the language requirement with the “two-plus-two” option: two years’ proficiency in a commonly taught language (i.e., French, German, Italian, or Spanish) and two years’ proficiency in any other language. Courses applied to the major, with the exception of the language requirement and up to 8 credits in Field Studies: [Topic] (INTL 406) or Practicum: [Topic] (INTL 409), must be taken for letter grades.</td>
<td></td>
</tr>
</tbody>
</table>
A maximum of 12 credits in courses taken to fulfill the university group requirements may be applied toward the international studies major.

A maximum of 20 credits in courses taken in a single department other than international studies may be applied toward the international studies major, exclusive of the language requirement.

For the most current information about courses and requirements, visit the department website.

**Language Requirement**

To satisfy this requirement, students must achieve proficiency in a second language at a level associated with three years of study.

Proficiency in the language may be demonstrated by passing three terms of a 300-level language sequence with grades of mid-C or better, or by an examination.

A student may also fulfill the language requirement with two years’ proficiency in two different languages (exclusive of the student’s native tongue) if at least one of the two is a less commonly taught language (i.e., not French, German, Italian, or Spanish). Students wishing to pursue this option must get approval from the undergraduate studies faculty director.

**International Experience**

Majors must have a significant international experience to complete requirements for the major. This is usually satisfied by at least one term (ten weeks) of study or work in another country that coincides with their geographical focus area. For information about study abroad, see Study Abroad in the Supplementary Academic Programming section of this catalog. Advice is available from the Office of International Affairs, 330 Oregon Hall.

**Internship Option**

Students may earn pass/no pass (P/N) credit for work done as interns. Interested students should consult with international studies advisors.

**International Studies Honors Thesis**

Students who have a grade point average (GPA) of 3.50 or higher and want to graduate with department honors write a 30- to 50-page thesis. An advisor must be selected and a proposal approved by the department faculty two terms before graduation. Students may apply as many as 4 credits in Thesis (403) to the appropriate block of the 48 credits required for the international studies major.

The completed thesis must be awarded a grade of mid-B or better by the advisor (P, or pass, for a Clark Honors College thesis) and be approved as meeting thesis guidelines by the department head. This includes addressing an international or cross-cultural topic and using a minimum of two second-language sources for all projects, including the honors college thesis.

**Four-Year Degree Plan**

*The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.*

**Bachelor of Arts in International Studies**

*Below is an example of how to complete a BA in international studies with a diplomacy and international relations professional concentration and a Middle East geographic focus. Since the major offers 16 options for professional concentration areas and seven different geographic focus regions, with a wide variety of courses that can count toward each concentration, there are innumerable paths through the international studies major.*

This degree plan is for general planning purposes only and, due to the interdisciplinary nature of the major, it is imperative that students speak with advisors to determine which courses would best match their personal, professional, and academic goals.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARB 101</td>
<td>First-Year Arabic</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>INTL 101</td>
<td>Introduction to International Issues</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARB 102</td>
<td>First-Year Arabic</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>INTL 250</td>
<td>Value Systems in Cross-Cultural Perspective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 123</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARB 103</td>
<td>First-Year Arabic</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>INTL 199</td>
<td>Special Studies: [Topic] (Globalization and the Global Economy)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARB 201</td>
<td>Second-Year Arabic</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>INTL 240</td>
<td>Perspectives on International Development</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Science in International Studies

Below is an example of how to complete a BS in international studies with a diplomacy and international relations professional concentration and a Middle East geographic focus. Since the major offers 16 options for professional concentration areas and seven different geographic focus regions, with a wide variety of courses that can count toward each concentration, there are innumerable paths through the international studies major.

This degree plan is for general planning purposes only and, due to the interdisciplinary nature of the major, it is imperative that students speak with advisors to determine which courses would best match their personal, professional, and academic goals.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARB 301</td>
<td>Language and Culture</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>REL 335</td>
<td>Introduction to the Qur'an</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education arts and letters</td>
<td>group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>ARB 302</td>
<td>Language and Culture</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education science group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>ARB 303</td>
<td>Language and Culture</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education social science group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Year</td>
<td></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 435</td>
<td>Environmental Justice</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education science group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>SOC 465</td>
<td>Political Sociology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CRES 435</td>
<td>Israel and Palestine</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education arts and letters</td>
<td>group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>INTL 422</td>
<td>Aid to Developing Countries</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 102</td>
<td>First-Year Arabic</td>
<td>5</td>
</tr>
<tr>
<td>MATH 106</td>
<td>University Mathematics II</td>
<td>4</td>
</tr>
<tr>
<td>INTL 250</td>
<td>Value Systems in Cross-Cultural Perspective</td>
<td>4</td>
</tr>
<tr>
<td>WR 123</td>
<td>College Composition III</td>
<td>4</td>
</tr>
</tbody>
</table>

**Credits**: 17

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 103</td>
<td>First-Year Arabic</td>
<td>5</td>
</tr>
<tr>
<td>INTL 199</td>
<td>Special Studies: [Topic] (Globalization and the Global Economy)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 107</td>
<td>University Mathematics III</td>
<td>4</td>
</tr>
</tbody>
</table>

General education science group-satisfying course **4**

**Credits**: 17

### Credits

**Total Credits**: 51

### Course Title Credits Milestones

**Third Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 301</td>
<td>Language and Culture</td>
<td>4</td>
</tr>
<tr>
<td>REL 335</td>
<td>Introduction to the Qur’an</td>
<td>4</td>
</tr>
</tbody>
</table>

General education arts and letters group-satisfying course **4**

Elective course **4**

**Credits**: 16

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 302</td>
<td>Language and Culture</td>
<td>4</td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
<td>4</td>
</tr>
</tbody>
</table>

General education science group-satisfying course **4**

Elective course **4**

**Credits**: 16

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 303</td>
<td>Language and Culture</td>
<td>4</td>
</tr>
<tr>
<td>INTL 431</td>
<td>Cross-Cultural Communication</td>
<td>4</td>
</tr>
</tbody>
</table>

General education social science group-satisfying course **4**

Elective course **4**

**Credits**: 16

### Fourth Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 435</td>
<td>Environmental Justice</td>
<td>4</td>
</tr>
</tbody>
</table>

General education science group-satisfying course **4**

Elective courses **8**

**Credits**: 16

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 465</td>
<td>Political Sociology</td>
<td>4</td>
</tr>
<tr>
<td>CRES 435</td>
<td>Israel and Palestine</td>
<td>4</td>
</tr>
</tbody>
</table>

General education arts and letters group-satisfying course **4**

**Credits**: 16
The interdisciplinary MA degree in international studies is offered for students who contemplate careers in international affairs, international development, diplomacy, international organizations, or domestic organizations with an international focus. A minimum of 73 credits must be completed for the degree.

The degree program can be tailored to meet the unique professional needs of each student. In close consultation with a faculty advisor, the student develops a program that combines expertise in a specific professional area with interdisciplinary training in international studies.

Concentrations
In consultation with their faculty advisor, students identify a professional concentration. Suggested areas include the following:

- comparative development
- cross-cultural training
- cultural arts
- environment
- food and food systems
- gender and development
- health
- international community development
- international education
- international tourism
- journalism
- migration
- nonprofit management
- public policy and planning

Concentrations in other professional areas can be arranged.

Graduates of the Department of International Studies serve as international technical advisors, career diplomats, community development professionals, international business and trade experts, analysts in developing countries, international educators, administrators of international programs, and cross-cultural communication consultants.

Admission
The applicant must be a graduate of an accredited four-year college or university with a grade point average (GPA) of 3.30 or better in all academic work. The application deadline is January 15 for the following fall term. A Graduate Record Examinations (GRE) score is required. Students whose native language is not English must verify a score of 575 (paper-based test) or 90 (Internet-based test) or better on the Test of English as a Foreign Language (TOEFL) unless they have earned a bachelor’s degree from a college or university in an English-speaking country such as Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom. A score of 7.0 or better on the overall band of the International English Language Testing System test may be submitted instead of the TOEFL. Additional information about the graduate program may be obtained from the Department of International Studies website. The application process is online.

International Students
International students are encouraged to apply. Study programs are designed to meet students’ professional needs and those of their home countries. As many as half the program’s graduate students are international students.

Master of Arts Degree Requirements

Interdisciplinary Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 655</td>
<td>International Studies Graduate Core Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

Interdisciplinary courses from two major competence areas: cross-cultural communication and understanding; international relations, development theories, and approaches 1

Proseminar Series

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 656</td>
<td>Research and Writing in International Studies</td>
<td>1</td>
</tr>
<tr>
<td>INTL 657</td>
<td>Proseminar: Proposal Writing</td>
<td>2</td>
</tr>
</tbody>
</table>

Professional Concentration Area

Concentration area courses from relevant departments or professional schools 2

Geographic Focus

Courses in geographic focus area 3 12

Supervised Field Internship or Field Research

Internship or research experience related to student’s career plans 12

Master of Arts Project

Thesis or policy paper or published article 6-9

Total Credits 73-76

1 Students may select from a range of courses to satisfy this requirement. A minimum of one course must be taken from each competence area, and three of the four courses must be INTL courses.

2 Concentration areas are tailored to individual student interests. Students interested in agricultural extension, forestry, and public health may take courses at Oregon State University. (For information about concurrent enrollment, see the Bachelor’s Degree Requirements section of this catalog.)

3 Geographic focus areas are Africa, East Asia, Europe, Latin America, the Middle East, South Asia, or Southeast Asia. Students who earned their undergraduate degrees from institutions outside the United States may substitute an additional 12 credits in the professional concentration for the 12 credits of geographic focus. Students are encouraged to choose a geographic focus outside their home region.

Additional Requirements
Students must take a minimum of 28 graded credits: 12 in the interdisciplinary core and 16 in the professional concentration area. A maximum of 24 credits may be taken in any department other
than international studies in order to allow an appropriate degree of specialization.

**Language Study and Competence**

Students must demonstrate a third-year level of proficiency in a second language relevant to their professional or geographic focus before completing the program. The University of Oregon offers formal courses in a number of European and non-European languages. Students also may study languages through self-instruction at the Yamada Language Center. International students whose high school or university instruction was not in English demonstrate proficiency in English as a second language through completion of the master's degree requirements. It is recommended that international students study a language from their geographic focus.

**Supervised Field Internship or Field Research**

The program assists students in locating internships or research opportunities and securing funding. International students may do their internship or research in the United States. Students are responsible for obtaining funding for the costs or for otherwise paying the costs in their entirety. Many graduate students in the program have competed successfully for funding to support internship and research experiences.

The international studies faculty expects students to gain the following from the internship or research experience:

1. a reasonably in-depth experience in a culture other than the student's own
2. greater fluency in the language of the culture in which the internship or research takes place
3. knowledge and experience useful to the career goals of the intern

**Master of Arts Project**

Each student must prepare an MA project, usually in the form of a thesis or a policy paper. Students are required to present a thesis proposal defense, and at the conclusion of the project, present an oral defense before the student’s final project committee. Other types of projects may be approved on a case-by-case basis by the student’s master’s advisor. Nine credits are awarded for a thesis and 6 credits for a policy paper.

**Concurrent JD/MA Degree**

A four-year program for students interested in international human rights, this program provides background in legal theory and instruments sensitive to social, cultural, economic, and political realities against which international human-rights law is implemented. Future lawyers concerned with asylum, immigration, or public-interest law benefit from the study of international relations and cross-cultural communication.

**Courses**

**INTL 101. Introduction to International Issues. 4 Credits.**
Survey of major political, economic, and cultural themes in international studies through in-class debates on key contemporary issues.

**INTL 196. Field Studies: [Topic]. 1-2 Credits.**
Repeatable.

**INTL 198. Colloquium: [Topic]. 1-2 Credits.**
Repeatable.

**INTL 199. Special Studies: [Topic]. 1-5 Credits.**
Repeatable.

**INTL 240. Perspectives on International Development. 4 Credits.**
Introduction to major ideologies, theories, historical processes, and contemporary challenges in international development. Galvan.

**INTL 250. Value Systems in Cross-Cultural Perspective. 4 Credits.**
Introduction to value systems of various cultures, focusing on how values relate to religion, forms of social organization, group affiliation, and patterns of conflict resolution.

**INTL 260. Culture, Capitalism, and Globalization. 4 Credits.**
Cultural and historical perspectives on the development of capitalism as a way of life and its relationship to contemporary global issues and imbalances.

**INTL 280. Global Environmental Issues and Alternatives. 4 Credits.**
Examines root causes of "environmental problems" at local, regional, national, and global scales. Critically compares approaches to addressing international environmental challenges.

**INTL 323. Islam and Global Forces. 4 Credits.**
Addresses interactions between global forces and processes in historical and modern Muslim societies and the salience of Islam in contemporary global arenas. Sequence with INTL 423. Offered alternate years.

**INTL 340. Global Health and Development. 4 Credits.**
Introduction to major issues in global health, their causes and possible solutions, with a focus on the poor in developing countries.

**INTL 345. Africa Today: Issues and Concerns. 4 Credits.**
Introduces students to current challenges facing African peoples today. Extends survey of Africa courses, and prepares students for more advanced study regarding the African continent.

**INTL 360. International Cooperation and Conflict. 4 Credits.**
Utilizes case studies and selected themes to examine the root causes, stakeholder perspectives, and attempts to resolve international conflicts.

**INTL 370. International Human Rights. 4 Credits.**

**INTL 399. Special Studies: [Topic]. 1-5 Credits.**
Repeatable.

**INTL 401. Research: [Topic]. 1-12 Credits.**
Repeatable.

**INTL 403. Thesis. 1-12 Credits.**
Repeatable.

**INTL 405. Reading and Conference: [Topic]. 1-12 Credits.**
Repeatable.

**INTL 406. Field Studies: [Topic]. 1-12 Credits.**
Repeatable.

**INTL 407. Seminar: [Topic]. 1-5 Credits.**
Repeatable. Special topics in international studies.

**INTL 408. Workshop: [Topic]. 1-12 Credits.**
Repeatable.

**INTL 409. Practicum: [Topic]. 1-12 Credits.**
Repeatable. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies.

**INTL 410. Experimental Course: [Topic]. 1-5 Credits.**
Repeatable. Recent topics include Africa: Development and Social Change. Repeatable when topic changes.
INTL 420. Global Community Development. 4 Credits.
Introduction to communitarian theory and local-level grass-roots development practices. Comparison across North-South divide of efforts to alleviate poverty, promote sustainability, and ensure mobilization and cohesion.
Prereq: INTL 240.

INTL 421. Gender and International Development. 4 Credits.
Analysis of the changing roles, opportunities, and expectations of Third World women as their societies undergo social upheavals associated with the problematic effects of development.
Prereq: INTL 240.

INTL 422. Aid to Developing Countries. 4 Credits.
Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues.
Prereq: INTL 240.

INTL 423. Development and the Muslim World. 4 Credits.
Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia. Weiss.

INTL 424. United Nations Intervention in Global Crises. 4 Credits.
Explores the theory and practice of humanitarian aid, peace-building, and development during or after violent conflict. Focuses on work of international organizations in conflict areas or on issues of conflict.

INTL 425. Global Food Security. 4 Credits.
Explores explanations for, and solutions to, persistent inequities in food access. Considers the political, agricultural, economic and humanitarian aspects of the global food system.

INTL 431. Cross-Cultural Communication. 4 Credits.
Focuses on skills and insights needed by professionals working in cross-cultural settings. Considers values, development, education, politics, and environment as central to cross-cultural understanding.

INTL 432. Indigenous Cultural Survival. 4 Credits.
Explores case studies of global indigenous peoples who are facing cultural survival issues and developing strategies and institutions to deal with this complex process.

INTL 433. Childhood in Cross-Cultural Perspective. 4 Credits.
Explores the experience of childhood around the world and examines how this experience is shaped by beliefs about who and what children are and by local conditions and contingencies.

INTL 434. Language Issues for International Studies. 4 Credits.
Explores the influence of language on policy issues in societies around the world relative to nationalism, identity, multilingualism, education, human rights globalization, and language spread and loss.

INTL 442. South Asia: Development and Social Change. 4 Credits.
Introduction to the vast social changes and development issues confronting the South Asian subcontinent.

INTL 445. Development and Social Change in Sub-Saharan Africa. 4 Credits.
Introduces theoretical and practical aspects of development and social change in sub-Saharan Africa, with focus on key issues in African development during the post-colonial era.

INTL 446. Development and Social Change in Latin America. 4 Credits.
Explores development challenges, debt cycles, urban growth, neoliberalism, populism, socialism, gender, the environment, U.S.–Latin American relations, ecotourism, and drug geographies in the region.

INTL 448. Bollywood's Lens on Indian Society. 4 Credits.
Explores Indian society through film, focusing on critical social issues; depicted vs. the historical reality; and ongoing transformations of social orientations and values.

INTL 463. Population Displacement and Global Health. 4 Credits.
Explores health and mental health problems affecting displaced (migrant and refugee) communities and considers underdevelopment as a fundamental cause of displacement and health problems. Offered once per academic year.

INTL 465. Global Reproductive Health. 4 Credits.
Overview of issues in global reproductive health, including politics, economics, historical and cultural factors. Implications for international health and development programs reviewed. Offered alternate years.

INTL 503. Thesis. 1-12 Credits.
Repeatable.

INTL 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Special topics in international studies.

INTL 508. Workshop: [Topic]. 1-12 Credits.
Repeatable.

INTL 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Africa: Development and Social Change. Repeatable when topic changes.

INTL 520. Global Community Development. 4 Credits.
Introduction to communitarian theory and local-level grass-roots development practices. Comparison across North-South divide of efforts to alleviate poverty, promote sustainability, and ensure mobilization and cohesion.

INTL 521. Gender and International Development. 4 Credits.
Analysis of the changing roles, opportunities, and expectations of Third World women as their societies undergo social upheavals associated with the problematic effects of development.

INTL 522. Aid to Developing Countries. 4 Credits.
Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues.

INTL 523. Development and the Muslim World. 4 Credits.
Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia.

INTL 524. United Nations Intervention in Global Crises. 4 Credits.
Explores the theory and practice of humanitarian aid, peace-building, and development during or after violent conflict. Focuses on work of international organizations in conflict areas or on issues of conflict.

INTL 525. Global Food Security. 4 Credits.
Explores explanations for, and solutions to, persistent inequities in food access. Considers the political, agricultural, economic and humanitarian aspects of the global food system.

INTL 531. Cross-Cultural Communication. 4 Credits.
Focuses on skills and insights needed by professionals working in cross-cultural settings. Considers values, development, education, politics, and environment as central to cross-cultural understanding.

INTL 532. Indigenous Cultural Survival. 4 Credits.
Explores case studies of global indigenous peoples who are facing cultural survival issues and developing strategies and institutions to deal with this complex process.
INTL 533. Childhood in Cross-Cultural Perspective. 4 Credits. 
Explores the experience of childhood around the world and examines 
how this experience is shaped by beliefs about who and what children 
are and by local conditions and contingencies.

INTL 534. Language Issues for International Studies. 4 Credits. 
Explores the influence of language on policy issues in societies around 
the world relative to nationalism, identity, multilingualism, education, 
human rights globalization, and language spread and loss.

INTL 542. South Asia: Development and Social Change. 4 Credits. 
Introduction to the vast social changes and development issues 
confronting the South Asian subcontinent.

INTL 545. Development and Social Change in Sub-Saharan Africa. 4 
Credits. 
Introduces theoretical and practical aspects of development and social 
change in sub-Saharan Africa, with focus on key issues in African 
development during the post-colonial era.

INTL 546. Development and Social Change in Latin America. 4 
Credits. 
Explores development challenges, debt cycles, urban growth, 
neoliberalism, populism, socialism, gender, the environment, U.S.–Latin 
American relations, ecotourism, and drug geographies in the region.

INTL 548. Bollywood’s Lens on Indian Society. 4 Credits. 
Explores Indian society through film, focusing on critical social issues; 
depicted vs. the historical reality; and ongoing transformations of social 
orientations and values.

INTL 549. Population Displacement and Global Health. 4 Credits. 
Explores health and mental health problems affecting displaced (migrant 
and refugee) communities and considers underdevelopment as a 
fundamental cause of displacement and health problems. Offered once 
per academic year.

INTL 550. Global Reproductive Health. 4 Credits. 
Overview of issues in global reproductive health, including politics, 
economics, historical and cultural factors. Implications for international 
health and development programs reviewed. Offered alternate years.

INTL 601. Research: [Topic]. 1-12 Credits. 
Repeatable.

INTL 602. Supervised College Teaching. 1-5 Credits. 
Repeatable.

INTL 605. Reading and Conference: [Topic]. 1-12 Credits. 
Repeatable.

INTL 606. Field Studies: [Topic]. 1-12 Credits. 
Repeatable.

INTL 607. Seminar: [Topic]. 1-5 Credits. 
Repeatable.

INTL 608. Special Topics: [Topic]. 1-12 Credits. 
Repeatable.

INTL 609. Practicum: [Topic]. 1-12 Credits. 
Repeatable. Closely supervised participation in the activities of public or 
private organizations, institutes, and community service agencies.

INTL 610. Experimental Course: [Topic]. 1-5 Credits. 
Repeatable.

INTL 655. International Studies Graduate Core Seminar. 4 Credits. 
Graduate introduction to the field of International Studies, including 
exploration of development, culture, communication, and research 
methods, design, and ethics.

INTL 656. Research and Writing in International Studies. 1 Credit. 
Focus on conceptualizing research topics; accessing bibliographic 
databases; writing grant applications, reports, and theses.

INTL 657. Proseminar: Proposal Writing. 2 Credits. 
An introduction to thesis proposal writing for first-year graduate students 
in international studies.

Judaic Studies

Program Director
541-346-5288
311 Susan Campbell Hall
5273 University of Oregon
Eugene, Oregon 97403-5273

The interdisciplinary Harold Schnitzer Family Program in Judaic Studies 
provides a comprehensive undergraduate curriculum in the history, 
religion, and cultural traditions of the Jewish people and offers instruction 
in biblical Hebrew language and literature. The program offers a major 
leading to a bachelor of arts (BA) degree and a minor. It sponsors 
courses, lectures, and other events of interest to the general student 
population and the wider community.

Faculty
Judith R. Baskin, Philip H. Knight Professor (Judaic studies). BA, 1971, 
Antioch; PhD, 1976, Yale. (2000)

Deborah A. Green, associate professor. BA, 1984, Brandeis; MA, 2003, 

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

Executive Committee
Monique Balbuena, honors college

Judith R. Baskin (ex officio), Judaic studies

Deborah A. Green (chair), Judaic studies

D. Gantt Gurley, German and Scandinavian

Gina Herrmann, Romance languages

Heidi N. Kaufman, English

David M. Luebke, history

Carol Silverman, anthropology

Mary Wood, English

David Wacks, Romance languages

Participating
Michael G. Aronson, English

Monique Balbuena, honors college

Diane Baxter, anthropology

Shaul E. Cohen, geography

David A. Frank, honors college
Evlyn Gould, Romance languages
D. Gantt Gurley, German and Scandinavian
Gina Herrmann, Romance languages
Heidi N. Kaufman, English
Jeffrey S. Librett, German and Scandinavian
David M. Luebke, history
Judith Raiskin, women’s and gender studies
Steven Shankman, English
Carol T. Silverman, anthropology
David Wacks, Romance languages
Mary E. Wood, English
Naomi Zack, philosophy

- Bachelor of Arts
- Minor

Undergraduate Studies

The Judaic studies program consists of core courses taught under the HBRW, JDST, and REL subject codes and related courses taught in the disciplines of participating faculty members—anthropology, art history, comparative literature, conflict and dispute resolution, English, geography, folklore, German and Scandinavian, history, landscape architecture, music, philosophy, political science, religious studies, Romance languages, and women’s and gender studies.

The focus on Jewish cultures and experience as a lens to study the world provides a liberal arts background suitable to careers in a range of professional fields (law, education, rabbinate, social service, public policy) and prepares students for graduate work in Judaic studies, religious studies, and related fields.

Bachelor of Arts Degree Requirements

Lower-Division Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBRW 111–113</td>
<td>Biblical Hebrew I-III</td>
<td>12</td>
</tr>
<tr>
<td>REL 211</td>
<td>Early Judaism</td>
<td>4</td>
</tr>
<tr>
<td>JDST 212</td>
<td>Medieval and Early Modern Judaism</td>
<td>4</td>
</tr>
<tr>
<td>JDST 213</td>
<td>The Jewish Encounter with Modernity</td>
<td>4</td>
</tr>
<tr>
<td>REL 222</td>
<td>Introduction to the Bible I</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-Division Requirements

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBRW 311</td>
<td>Biblical Narrative</td>
<td>4</td>
</tr>
<tr>
<td>HBRW 312</td>
<td>Biblical Poetry</td>
<td></td>
</tr>
<tr>
<td>HBRW 313</td>
<td>Postbiblical Literature</td>
<td></td>
</tr>
<tr>
<td>JDST 330</td>
<td>American Jewish Cultures</td>
<td>4</td>
</tr>
<tr>
<td>HBRW 399</td>
<td>Special Studies: [Topic]</td>
<td>1-12</td>
</tr>
</tbody>
</table>

Six approved elective courses

Total Credits: 69-80

1 Courses must focus on significant issues in Judaic studies from the perspective of the instructor’s academic discipline. See Electives table for a list of recently offered courses.

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 429</td>
<td>Jewish Folklore and Ethnology</td>
<td>4</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Jewish Writers</td>
<td>4</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Film, Media, and History</td>
<td>4</td>
</tr>
<tr>
<td>FLR 411</td>
<td>Folklore and Religion</td>
<td>4</td>
</tr>
<tr>
<td>GER 368</td>
<td>Themes in German Literature</td>
<td>4</td>
</tr>
<tr>
<td>HIST 415</td>
<td>Advanced World History: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>HIST 428</td>
<td>Europe in the 20th Century: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>JDST 320M</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>JDST 324</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>JDST 330</td>
<td>American Jewish Cultures</td>
<td>4</td>
</tr>
<tr>
<td>JDST 340</td>
<td>Israelis and Palestinians</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 320</td>
<td>Philosophy of Religion</td>
<td>4</td>
</tr>
<tr>
<td>REL 318</td>
<td>Women in Judaism</td>
<td>4</td>
</tr>
</tbody>
</table>

A list of approved courses is available from the program director preceding each term; it also appears in the online class schedule and the program website.

Honors in Judaic Studies

A degree with honors in Judaic studies requires the following:

1. Satisfaction of the requirements of the major
2. A cumulative grade point average of 3.50 in courses taken to satisfy the major requirements
3. Satisfactory completion of an honors thesis

The candidate for honors must register for 4 credits in Research: [Topic] (JDST 401) winter term of the senior year in order to prepare for writing the thesis, and for 4 credits in Thesis (JDST 403) spring term for its completion. A faculty committee of two supervises the 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 two weeks before the end of the term.

Minor in Judaic Studies

Lower-Division Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 211</td>
<td>Early Judaism</td>
<td>4</td>
</tr>
<tr>
<td>JDST 212</td>
<td>Medieval and Early Modern Judaism</td>
<td>4</td>
</tr>
<tr>
<td>JDST 213</td>
<td>The Jewish Encounter with Modernity</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-Division Requirements

Four courses including one about the American Jewish experience

Total Credits: 28

1 As many as 4 credits in Internship: [Topic] (JDST 404) or Practicum: [Topic] (JDST 409) or Practicum: [Topic] (HBRW 409) may be used to satisfy minor requirements.
Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Judaic Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HBRW 111</td>
<td>Biblical Hebrew I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>REL 211</td>
<td>Early Judaism</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HBRW 112</td>
<td>Biblical Hebrew II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>JDST 212</td>
<td>Medieval and Early Modern Judaism</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>REL 222</td>
<td>Introduction to the Bible I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or WR 123</td>
<td>College Composition III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Courses

HBRW 111. Biblical Hebrew I. 4 Credits.
Prepares students to read biblical and postbiblical Hebrew texts. Emphasis on classical Hebrew grammar, vocabulary, and syntax.

HBRW 112. Biblical Hebrew II. 4 Credits.
Prepares students to read biblical and postbiblical Hebrew texts. Emphasis on classical Hebrew grammar, vocabulary, and syntax. Prereq: HBRW 111.

HBRW 113. Biblical Hebrew III. 4 Credits.
Prepares students to read biblical and postbiblical Hebrew texts. Emphasis on classical Hebrew grammar, vocabulary, and syntax. Prereq: HBRW 112.

HBRW 199. Special Studies: [Topic]. 1-12 Credits.
Repeatable.

HBRW 311. Biblical Narrative. 4 Credits.
Readings in extended narrative prose passages from the Hebrew Bible; emphasis on reading, translation, vocabulary formation, and Hebrew syntax. Taught in Hebrew. Repeatable twice when topic changes. Prereq: HBRW 113 or equivalent.

HBRW 312. Biblical Poetry. 4 Credits.
Readings in poetic passages from the Hebrew Bible; focus on reading, translation, vocabulary formation, Hebrew syntax, and biblical poetics. Taught in Hebrew. Repeatable twice when topic changes. Prereq: HBRW 113 or equivalent.

HBRW 313. Postbiblical Literature. 4 Credits.
Readings in postbiblical Hebrew texts of various genres from late antiquity and the Middle Ages, including legal writings, narratives, and poetry. Taught in Hebrew. Repeatable twice when topic changes. Prereq: HBRW 113 or equivalent.

HBRW 399. Special Studies: [Topic]. 1-12 Credits.
Repeatable.

HBRW 401. Research: [Topic]. 1-12 Credits.
Repeatable.

HBRW 402. Supervised College Teaching. 1-12 Credits.
Repeatable.

HBRW 403. Thesis. 1-12 Credits.
Repeatable.

HBRW 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

HBRW 405. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable.

HBRW 406. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

HBRW 407. Seminar: [Topic]. 1-16 Credits.
Repeatable.

HBRW 408. Colloquium: [Topic]. 1-16 Credits.
Repeatable.

HBRW 409. Practicum: [Topic]. 1-12 Credits.
Repeatable.

HBRW 410. Experimental Course: [Topic]. 1-16 Credits.
Repeatable.

HBRW 605. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

Courses

JDST 199. Special Studies: [Topic]. 1-12 Credits.
Repeatable.

JDST 212. Medieval and Early Modern Judaism. 4 Credits.
Interdisciplinary introduction to Jewish life, literature, religion, culture, and thought in the Middle Ages and early modern times in both Muslim and Christian environments.

JDST 213. The Jewish Encounter with Modernity. 4 Credits.
Survey of Jewish encounters with modernity outside the Americas from 1700 to 1948; concentrates on transformations in political status, national identity, Jewish culture, and religious self-definition.

JDST 330. American Jewish Cultures. 4 Credits.
American Jewish culture, ritual, identity, institutions from 1880s to the present. Examines pluralism within American Jewish community and relationships with other religious and ethnic groups.

JDST 340. Israelis and Palestinians. 4 Credits.
Examines political struggle between Israelis and Palestinians over past century and related human, societal, and cultural issues. Explores contemporary attempts at resolution.

JDST 399. Special Studies: [Topic]. 1-12 Credits.
Repeatable.

JDST 401. Research: [Topic]. 1-12 Credits.
Repeatable.

JDST 402. Supervised College Teaching. 1-12 Credits.
Repeatable.

JDST 403. Thesis. 1-12 Credits.
Repeatable.

JDST 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

JDST 405. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable.

JDST 406. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

JDST 407. Seminar: [Topic]. 1-16 Credits.
Repeatable.

JDST 408. Colloquium: [Topic]. 1-16 Credits.
Repeatable.

JDST 409. Practicum: [Topic]. 1-12 Credits.
Repeatable.

JDST 410. Experimental Course: [Topic]. 1-16 Credits.
Repeatable.

JDST 510. Experimental Course: [Topic]. 1-16 Credits.
Repeatable.
JDST 605. Reading and Conference: [Topic]. 1-5 Credits. Repeatable.

Latin American Studies

Pedro García-Caro, Program Director
541-346-5813
407 Friendly Hall

The University of Oregon offers a bachelor of arts degree in Latin American studies. A minor in Latin American studies is also available. An emphasis on Latin America is available for master of arts (MA) degrees with majors in anthropology, history, international studies, and Spanish. See the Anthropology (p. 61), History (p. 296), International Studies (p. 321), and Romance Languages sections of this catalog.

Study Abroad

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See the Study Abroad (p. 923) section in the Supplementary Academic Programming section of this catalog.

Participating Faculty

Michael B. Aguilera, sociology
Carlos Aguirre, history
Monique Balbuena, honors college
Erin Beck, political science
Mayra Bottaro, Romance languages
Derek Burdette, history of art and architecture
Mark Carey, honors college
Christopher Chavez, journalism and communication
Alexandre Dossin, music
Michael Dreiling, sociology
Cecilia Enjuto Rangel, Romance languages
Linda O. Fuller, women’s and gender studies
Dennis Galvan, international studies
Pedro García-Caro, Romance languages
Leonardo García-Pabón, Romance languages
Spike Gildea, linguistics
Amalia Gladhart, Romance languages
Michael Hames-García, ethnic studies
James Harper, history of art and architecture
Robert S. Haskett, history
Derrick Hindery, international studies
Claudia Holguín, Romance languages
Craig Kauffman, political science
Ana Lara, anthropology
Kathryn A. Lynch, environmental studies
Galen Martin, international studies
Gabriela Martínez, journalism and communication
Michelle McKinley, law
Katharine Meehan, geography
Lanie Millar, Romance languages
Juan-Carlos Molleda, journalism and communication
Edward Olivos, education studies
Priscilla P. Ovalle, English
Doris Payne, linguistics
Amanda W. Powell, Romance languages
Gerardo Sandóval, planning, public policy and management
Alai Reyes-Santos, ethnic studies
Philip W. Scher, anthropology
Lynn Stephen, anthropology
Analisa Taylor, Romance languages
Hector Tobar, journalism and communication
Alejandro Vallega, philosophy
Jessica Vasquez-Tokos, sociology
David J. Vazquez, English
Julie Weise, history
Peter B. Wetherwax, biology
Juan Wolf, music
Stephanie Wood, College of Education
Kristin Yarris, international studies
Reuben Zahler, history
Rocio Zambrana, philosophy

Emeritus

Juan A. Epple, Romance languages
Linda Kintz, English

• Bachelor of Arts
• Minor
Undergraduate Studies

Preparation

High school students who have taken courses in economics, history, political science, or other approaches to international affairs, or who have participated in extracurricular activities (such as the Oregon High School International Relations League) may be interested in Latin American studies.

Community college students who have taken courses in international relations may be interested in specializing in Latin American studies.

Careers

Career opportunities for students completing Latin American studies are available through such avenues as the Peace Corps, the U.S. Foreign Service (including the Information Agency), the foreign-aid programs of the United States government, the United Nations and other international organizations, private foundations, international businesses, and international nongovernmental organizations (including church, human-rights, and environmental organizations).

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 200</td>
<td>Introduction to Latin American Studies</td>
<td>4</td>
</tr>
<tr>
<td>LAS 211</td>
<td>Latin American Humanities: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>or LAS 212</td>
<td>Latin American Social Sciences: [Topic]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two courses chosen from the following:</td>
<td>8</td>
</tr>
<tr>
<td>SPAN 342</td>
<td>Hispanic Cultures through Literature II</td>
<td></td>
</tr>
<tr>
<td>SPAN 343</td>
<td>Hispanic Cultures through Literature III</td>
<td></td>
</tr>
<tr>
<td>SPAN 344</td>
<td>Hispanic Cultures through Literature IV</td>
<td></td>
</tr>
<tr>
<td>HIST 380–382</td>
<td>Latin America (choose two courses for a total of 8 credits)</td>
<td>8</td>
</tr>
<tr>
<td>LAS 407</td>
<td>Seminar: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses related to Latin America</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 48

1 In exceptional cases, Seminar: [Topic] (LAS 407) may be substituted with an equivalent seminar focusing on Latin America that is offered by another department or program.

Additional Requirements

Of the total 48 credits required for the Latin American studies major—

- 28 credits must be taken on the Eugene campus
- 16 credits is the maximum allowed from any single department
- 16 credits may be from courses related to United States Latino studies or studies of US Hispanic culture or society
- 12 credits may be in lower-division courses
- 8 credits may be used in independent study or internships
- 8 credits must be taken in courses covering the pre-1800 period
- 8 credits may be taken pass/no pass (P/N)
- 8 credits must be taken in social sciences departments other than history (e.g., anthropology, economics, ethnic studies, geography, international studies, political science, or sociology)

Language Requirements

In addition to the minimum of 48 credits in required and elective courses, all majors are required to demonstrate a third-year level of proficiency in Spanish or Portuguese. This will entail completing (with a grade of C– or better or P) the basic two years of college-level language courses and taking at least four 300-level courses taught in the respective foreign language—such as Cultura y Lengua: Identidades Hispanas (SPAN 301), Cultura y lengua: expresiones artísticas (SPAN 303), Cultura y lengua: cambios sociales (SPAN 305), Hispanic Cultures through Literature III (SPAN 343), or Hispanic Cultures through Literature IV (SPAN 344).

Minor Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 200</td>
<td>Introduction to Latin American Studies</td>
<td>4</td>
</tr>
<tr>
<td>LAS 211</td>
<td>Latin American Humanities: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>LAS 212</td>
<td>Latin American Social Sciences: [Topic]</td>
<td></td>
</tr>
<tr>
<td>LAS 407</td>
<td>Seminar: [Topic]</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Total Credits 28

Language Requirements

Students must satisfactorily complete, with grades of C– or better or P, two years of college-level Spanish- or Portuguese-language courses.

Language credits may be earned at the University of Oregon through an approved overseas program or transferred from another accredited college or university. As an alternative, students may satisfy the language requirement by examination, demonstrating a level of competence equivalent to two years of college-level Spanish or Portuguese. Students whose native language is either Spanish or Portuguese may substitute equivalent competence in English in lieu of this requirement.

Additional Requirements

Of the total 28 credits for the Latin American studies minor—

- 20 credits must be earned in University of Oregon courses
- 20 credits must be in upper-division (300- or 400-level) courses
- 20 credits must be taken for letter grades
- 12 credits from any one department may count toward the minor
- 8 credits may be earned through successful completion of preapproved courses in study-abroad program at an accredited Latin American college or university; transfer credits from universities outside Latin America are considered individually, following existing procedures in appropriate departments for determining their equivalence to UO courses
- 4 credits must be earned through completion of a course or courses whose focus is on pre-20th-century Latin America
- 4 credits may be in comparative, global, ethnic, and similar courses that are relevant to Latin American studies but lack a minimum of 50 percent content directly related to Latin America
- courses from no more than four departments, disciplines, or programs may count toward the minor
- Spanish, Portuguese, or Indigenous language courses must be upper-division literature and culture courses to count toward satisfaction of the 28-credit minor requirement

Advising

Students who want a major or a minor in Latin American studies should contact the program director, who serves as an advisor to determine which courses offered during any given academic year may be applied to requirements for the degree or minor.
Sampling of Courses from Other Departments That Satisfy Major and Minor Requirements

Anthropology
ANTH 434 Native South Americans 4

History
HIST 380–382 Latin America 12
HIST 482 Aztecs and Incas 4
HIST 483 Latin America: [Topic] 4

Political Science
PS 330 Governments and Politics in Latin America 4

Spanish
SPAN 348 United States Latino Literature and Culture 4
SPAN 342 Hispanic Cultures through Literature II 4
SPAN 343 Hispanic Cultures through Literature III 4
SPAN 344 Hispanic Cultures through Literature IV 4
SPAN 450 Colonial Latin American Literature: [Topic] 4
SPAN 490 20th-Century Latin American Literature: [Topic] 4

Any Department, Program with Latin America Focus
Seminar (407)

Periodically, other departments and programs such as ethnic studies, geography, history of art and architecture, international studies, sociology, and women’s and gender studies offer courses that may satisfy degree and minor requirements.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Its purpose is to provide an example of one possible route through the Latin American studies major.

This degree plan is for general planning purposes only and, due to the interdisciplinary nature of the major, it is imperative that students speak with advisors to determine which courses would best match their personal, professional, and academic goals.

Bachelor of Arts in Latin American Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 101</td>
<td>First-Year Spanish</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>LAS 200</td>
<td>Introduction to Latin American Studies</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 102</td>
<td>First-Year Spanish</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Second-Year Spanish</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>INTL 280</td>
<td>Global Environmental Issues and Alternatives</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education, non-Spanish arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAS 212</td>
<td>Latin American Social Sciences: [Topic]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Second-Year Spanish</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 203</td>
<td>Second-Year Spanish</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HIST 381</td>
<td>Latin America</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>---------</td>
<td>------------------</td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 301</td>
<td>Cultura y Lengua: Identidades Hispanas</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPAN 312</td>
<td>Spanish in the Media</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>LAS 407</td>
<td>Seminar: [Topic]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 305</td>
<td>Cultura y lengua: cambios sociales</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPAN 311</td>
<td>Advanced Writing in Spanish</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL 446</td>
<td>Development and Social Change in Latin America</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Cultura y lengua: expresiones artisticas</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 344</td>
<td>Hispanic Cultures through Literature IV</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 342</td>
<td>Hispanic Cultures through Literature II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education, non-Spanish arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

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, history, international studies, political science, sociology, and Spanish (in the Romance languages department) have faculty members who are competent and interested in the area. It is possible to arrange graduate degree programs in these departments with a concentration in Latin American studies.

Courses
LAS 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

LAS 200. Introduction to Latin American Studies. 4 Credits.
Introduction to the history, peoples, and cultures of Latin America and of the Latino population in the United States.

LAS 211. Latin American Humanities: [Topic]. 4 Credits.
Focuses on the comparative study of Latin American cultural and intellectual traditions. Introduces scholarship in the humanities about Latin American and U.S. Latinos. Repeatable once for a maximum of 8 credits when topic changes.

LAS 212. Latin American Social Sciences: [Topic]. 4 Credits.
Addresses various issues related to the historical, political, cultural, and economic development of Latin America from a social science perspective. Repeatable once for a maximum of 8 credits when topic changes.

LAS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

LAS 401. Research: [Topic]. 1-4 Credits.
Repeatable.

LAS 403. Thesis. 1-4 Credits.
Repeatable.

LAS 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

LAS 405. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.

LAS 407. Seminar: [Topic]. 4 Credits.
Repeatable.

LAS 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

LAS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

Linguistics
Spike Gildea, Department Head
541-346-3906
161 Straub Hall
The Department of Linguistics offers instruction leading to a bachelor of arts (BA), a master of arts (MA), and a doctor of philosophy (PhD) degree in linguistics. The interests of its faculty are in the documentation, preservation, and revitalization of endangered languages; historical linguistics; laboratory phonology; language acquisition and learning; language variation and change; morphosyntax; phonetics; psycholinguistics; semantics; Slavic linguistics; sociolinguistics; and typology.

Faculty


Emeriti


Participating

Gregory D. Anderson, linguistics

Dare A. Baldwin, psychology

Marjorie S. Barker, linguistics

Lucien Brown, East Asian languages and literatures

Robert L. Davis, Romance languages

Tom Delaney, American English Institute

Robert Elliott, Northwest Indian Language Institute

Andrew Halvorsen, American English Institute

Laura G. Holland, American English Institute

Kaori Idemaru, East Asian languages and literatures

Zhuo Jing-Schmidt, East Asian languages and literatures

Mark Johnson, philosophy

Sarah Klinghammer, linguistics

Jeffrey Magoto, Yamada Language Center

Helen Neville, psychology

Thomas E. Payne, linguistics

Trish Pashby, American English Institute

Janne Underriner, Northwest Indian Language Institute

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

• Bachelor of Arts (p. 351)

• Minor

Undergraduate Studies

The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to
psychology. As a tool of reasoning, it verges on logic and philosophy. As a computational system, it relates to computer science and language-data processing. As a repository of one’s cultural worldview, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation, it is important for education. As an expressive medium, it is the crux of literature and rhetoric.

Careers

To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The BA degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, communication disorders and sciences, computer-science education, journalism, law, linguistics, literature and languages, philosophy, psychology, or sociology. It offers a strong entry into the applied fields listed above.

Advising

Undergraduate majors should consult one of the departmental undergraduate advisors each term about their study program.

Bachelor of Arts Degree Requirements

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 301</td>
<td>Introduction to Linguistics Analysis</td>
<td>4</td>
</tr>
<tr>
<td>LING 302</td>
<td>Introduction to Linguistic Behavior</td>
<td>4</td>
</tr>
<tr>
<td>LING 411</td>
<td>Phonetics</td>
<td>4</td>
</tr>
<tr>
<td>LING 450</td>
<td>Introduction to Phonology</td>
<td>4</td>
</tr>
<tr>
<td>LING 435</td>
<td>Morphology and Syntax</td>
<td>4</td>
</tr>
<tr>
<td>LING 451</td>
<td>Functional Syntax I</td>
<td>4</td>
</tr>
</tbody>
</table>

Specialization Courses

Choose three of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 396</td>
<td>Language and Cognition</td>
<td></td>
</tr>
<tr>
<td>LING 415</td>
<td>Semantics</td>
<td></td>
</tr>
<tr>
<td>LING 444</td>
<td>Second-Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>LING 452</td>
<td>Functional Syntax II</td>
<td></td>
</tr>
<tr>
<td>LING 460</td>
<td>Historical and Comparative Linguistics</td>
<td></td>
</tr>
<tr>
<td>LING 491</td>
<td>Sociolinguistics</td>
<td></td>
</tr>
</tbody>
</table>

Electives 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 407</td>
<td>Seminar: [Topic] (Proseminar)</td>
<td></td>
</tr>
<tr>
<td>Any 200-level or greater LING course (except LING 440)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 44

Core Courses

The six core courses are designed to expose you to the analysis of linguistic data and language acquisition, variation, and change: two introductory courses, Introduction to Linguistics Analysis (LING 301) and Introduction to Linguistic Behavior (LING 302); two courses focusing on sound, Phonetics (LING 411) and Introduction to Phonology (LING 450); and two courses focusing on grammar, Morphology and Syntax (LING 435) and Functional Syntax I (LING 451).

Specialization Courses

These three courses allow students to focus either on language behavior or linguistic analysis, on cognitive aspects or grammar.

Electives

Two courses complete the requirements:

- **Elective.** Any linguistics (LING) course numbered between 200 and 499, except Linguistic Principles and Second-Language Learning (LING 440).
- **Proseminar elective.** Seminar: [Topic] (LING 407). It is sometimes possible to substitute another 400-level course that has fewer students, most readings from primary literature, and discussion-oriented class periods with a rigorous term paper. Seminars typically have prerequisites, often a subset of the required courses.

For a list of preapproved non-LING courses that can serve as an elective, visit the department website (http://linguistics.uoregon.edu/undergraduate/electives).

Additional Requirements

Two years of one second language and one year of another.

Courses applied to the major in linguistics must be taken for letter grades. A course in which a grade of D+ or lower is earned cannot count toward the major.

The study program of undergraduate linguistics majors must be approved by a departmental undergraduate advisor.

Honors in Linguistics

By fulfilling the following requirements, any linguistics major may graduate with honors.

Grade Point Average

On entry to the honors program at the end of the junior year, a grade point average (GPA) of 3.75 or better in linguistics courses and at least 3.50 overall is required. At the end of the senior year, a GPA of 3.75 or better in linguistics courses is required.

Senior Thesis

Write an original honors thesis under the guidance of a thesis advisor from the linguistics faculty, chosen in consultation with the undergraduate advisor. The thesis must be a substantial piece of work; it may be a revised and expanded term paper. The thesis advisor determines whether the thesis is acceptable; the student is required to register for at least 6 credits in Thesis (LING 403), taken pass/no pass, over the course of at least two terms.

Upon fulfilling these requirements, the candidate is approved to receive a BA degree with honors in linguistics.

Minor in Linguistics

The minor grounds the student in the basics of linguistic analysis and offers the opportunity to pursue areas of special interest. The minor requires at least 28 credits in linguistics course work. Under special circumstances substitutions to courses listed below are possible. Students need permission from an undergraduate advisor to pursue an alternative program of study.
# Minor Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 301</td>
<td>Introduction to Linguistics Analysis</td>
<td>4</td>
</tr>
<tr>
<td>LING 411</td>
<td>Phonetics</td>
<td>4</td>
</tr>
<tr>
<td>LING 435</td>
<td>Morphology and Syntax</td>
<td>4</td>
</tr>
<tr>
<td>LING 450</td>
<td>Introduction to Phonology</td>
<td>4</td>
</tr>
<tr>
<td>LING 451</td>
<td>Functional Syntax I</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two of the following:

- LING 211 Languages of the World
- LING 296 Language and Society in the United States
- LING 396 Language and Cognition
- Other elective courses as approved by advisor

Total Credits: 28

# Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

## Bachelor of Arts in Linguistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of first-year second-language sequence</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course with LING subject code</td>
<td>4</td>
<td>May be taken any term</td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Credits: 16-17

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 122</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course with LING subject code</td>
<td>4</td>
<td>May be taken any term</td>
</tr>
<tr>
<td></td>
<td>Second term of first-year second-language sequence</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Credits: 16-17

<table>
<thead>
<tr>
<th><strong>Spring</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 301</td>
<td>Introduction to Linguistics Analysis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third term of first-year second-language sequence</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Credits: 16-17

<table>
<thead>
<tr>
<th><strong>Second Year</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 411</td>
<td>Phonetics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits: 16-17

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 450</td>
<td>Introduction to Phonology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>LING 302</td>
<td>Introduction to Linguistic Behavior</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits: 16-17

<table>
<thead>
<tr>
<th><strong>Spring</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 435</td>
<td>Morphology and Syntax</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Third language course</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits: 16-17

<table>
<thead>
<tr>
<th><strong>Third Year</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 451</td>
<td>Functional Syntax I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Third language course</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First of three specialization courses</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits: 16-17

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 451</td>
<td>Functional Syntax I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Third language course</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second of three specialization courses</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduate Studies

Solid preparation in linguistics is indispensible to any specialization at the graduate level. Although the courses deal with a variety of linguistic topics, three facets of linguistics are strongly emphasized in the graduate program:

1. A pragmatic approach to the study of language structure and use, variation and change, and acquisition and learning
2. An empirical, live-data, fieldwork, experimental, and cross-linguistic approach to the methodology of linguistic research
3. Interdisciplinary emphasis on the place of human language in its wider natural context

Advising and Review Practices

Graduate students meet regularly with the departmental director of graduate studies. In addition, students are assigned a faculty member to advise them in the areas of their academic interest. The faculty reviews the performance of each graduate student at the end of each academic term. In case a student falls below what the faculty considers minimal standards of performance, a representative of the faculty notifies the student and suggests appropriate remedial steps.

Master of Arts

For those who intend to complete the PhD, the MA is not necessary and may delay completion of the advanced degree. While not necessary, the option of completing a terminal theoretical MA may be appropriate for some whose goals are, for example, professional work in a language community. Prospective students who are unsure which program would be appropriate are encouraged to consult with the department's director of graduate studies.

Prerequisites

Students may be required to take and pass (with grades of B– or better) certain prerequisite courses, typically an introductory course, such as Morphology and Syntax (LING 535) and Phonetics (LING 511).

Master of Arts Degree Requirements

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 550</td>
<td>Introduction to Phonology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>LING 551–552</td>
<td>Functional Syntax I-II</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>LING 507</td>
<td>Seminar: [Topic]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or LING 607</td>
<td>Seminar: [Topic]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 614</td>
<td>Linguistic Theory: Phonology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>LING 615</td>
<td>Linguistic Theory: Syntax</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>LING 616</td>
<td>Linguistic Theory: Semantics</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses

Graduate-level linguistics or other relevant courses ¹ 20

Total Credits 48

¹ Select electives in consultation with department's director of graduate studies and the student's faculty advisor.

No course with a grade lower than B– may be used to satisfy degree requirements.
Second-Language Requirement
Candidates for the MA are required to have taken at least two years of one second language within the past seven years. At the MA level, any foreign language is acceptable, including English for an international student whose first language is not English. It should be noted that the MA language may count toward the two language requirements for the PhD program if the language is used as a research language (see PhD requirements below).

MA Thesis or Substitute
Students in good standing may form an MA committee consisting of two linguistics faculty members who indicate their agreement to serve by signing a standard form and who share equal responsibility for directing the thesis. For the MA to be granted, both members of the committee must approve the thesis and the main content of the thesis must be presented as a departmental colloquium.

Students who elect not to write a thesis or who are unsuccessful in forming the two-member thesis committee may complete the degree by taking an additional 8 credits of course work approved by the director of graduate studies.

Specialization in Language Teaching
lts.uoregon.edu

The specialization in language teaching requires a background in basic linguistics and courses specifically designed for second-language teaching preparation.

Prerequisites
It is preferred that students should have a BS or BA degree in linguistics or a related field.

Master of Arts in Linguistics: Specialization in Language Teaching Degree Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar (chosen in consultation with advisor)</td>
<td>4</td>
</tr>
<tr>
<td>LT 528 Teaching English Culture and Literature</td>
<td>4</td>
</tr>
<tr>
<td>LT 535 Second-Language Teaching Methods</td>
<td>4</td>
</tr>
<tr>
<td>LT 536 Second-Language Teaching Planning</td>
<td>4</td>
</tr>
<tr>
<td>LT 437 Second-Language Teaching Practice</td>
<td>4</td>
</tr>
<tr>
<td>LING 540 Linguistic Principles and Second-Language Learning</td>
<td>4</td>
</tr>
<tr>
<td>LT 541 Teaching English Pronunciation</td>
<td>4</td>
</tr>
<tr>
<td>LT 548 Curriculum and Materials Development</td>
<td>5</td>
</tr>
<tr>
<td>LT 549 Testing and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LING 594 English Grammar</td>
<td>4</td>
</tr>
<tr>
<td>LT 608 Workshop: [Topic] (Computer-Assistant Language Learning, two terms)</td>
<td>2</td>
</tr>
<tr>
<td>LT 608 Workshop: [Topic] (Language Teaching Specialization Orientation)</td>
<td>1</td>
</tr>
<tr>
<td>LT 611 Terminal Project (two terms)</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD 510 Experimental Course: [Topic] (Comparative Education)</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Elective courses

Total Credits 58-61

1 Students who have already taken any of the required courses or their equivalents should replace them with elective course work in consultation with their advisor.

Only graded courses may be used to satisfy degree requirements. Exceptions must be approved by the department. No course with a grade lower than B– may be used to satisfy degree requirements.

Master's Project
Students working toward an MA degree with the language-teaching specialization must complete a master's project over two consecutive terms. The project topic must be approved by the faculty advisor, and be presented in a Terminal Project (LT 611) class session during the final term.

Doctor of Philosophy
The doctor of philosophy (PhD) program in linguistics is individually tailored to meet the needs and professional goals of the student, drawing strong interdisciplinary support from related fields at the university. These fields may include—but are not limited to—anthropological linguistics, cognitive science, communication disorders and sciences, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, and sociolinguistics.

Residency Requirement
The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of Linguistics interprets the latter requirement to mean that at least six courses, including seminars, must be taken in the program while the student is in continuous residence for three academic terms.

Doctoral Advisor
The department head appoints a doctoral advisor for each student upon admission to the PhD program.

Second-Year Review
By the end of a doctoral student's second year, he or she shall be given a review by the faculty members at a department meeting. Materials submitted by the student to the department for this review must include the following:

1. A report that includes a research plan for the next year's course work, potential topics for the two qualifying papers, a statement about the student's career plans beyond the doctoral degree (and how the specific qualifying paper and thesis topics are relevant), and any other details worked out in consultation with the student's advisor

2. A curriculum vitae (CV)

3. Written evidence of research progress and scholarly potential, such as a substantive term paper or revision of a term paper that demonstrates excellence of original research or a linguistics master's thesis; the materials must be submitted to the Department by April 15

Following review of these materials, the faculty members decides either to accept or deny the student for continued study in the PhD program. In some cases, a probation year may be granted for a student's third year of study; the review process is repeated at the end of the third year with an accept outcome the only possibility for continued study.
As soon as possible after completion of the review, a letter to each graduate student under review is issued by the director of graduate studies informing the student of his or her status and, in the case of a one-year probation, specifying the conditions that must be met for a successful outcome during the additional third-year review. The language of the probation conditions is drafted by the student’s doctoral advisor and the director of graduate studies. The director may also meet with any students who are denied continued study or who are granted probation.

Annual review
Beginning in the third year of the program, each graduate student must submit an annual report and CV to his or her advisor by April 15 of each year. The report should be no more than one page in length and should detail what the student has accomplished over the past year in the program.

Doctoral Examination and Advancement to Candidacy
Requirements for the Qualifying Paper
The doctoral examination consists of two original publishable papers of substantial length and quality in different subfields of linguistics. The term “different subfields” may include two different methodological approaches to a single broad topic. A qualifying paper is considered publishable if the review committee deems it to stand a reasonable chance of acceptance by a refereed venue such as a peer-reviewed journal, although the paper itself is not required to be accepted for publication, and may be submitted to a nonrefereed venue.
An unmodified MA thesis cannot serve as one of the qualifying papers. A qualifying paper may be, however, a publishable expansion or revision of an MA thesis or publishable term paper written for a course conducted by any faculty member in the department or, where deemed reasonable, for a course conducted by a faculty member outside the department. The paper may be written under the supervision of either the student’s advisor or another faculty member in consultation with the student’s advisor, who approves the topic and the final version.

On submitting each paper to the committee, and after consultation with the student’s advisor, the student indicates in a cover note or e-mail to the coordinator the intended publication venue for the paper. In reviewing the paper, the committee takes into consideration the appropriateness of the proposed venue for the content of the paper.

Submission of both papers to the proposed venue or venues is required before the student can advance to candidacy. Before applying to the Graduate School for advancement to candidacy, the student must submit to the coordinator either his or her cover letter to the venue to which each of the two qualifying papers was sent or, in the case of invited publications, the invitation letter. The publishing venue may be a refereed journal, a refereed or nonrefereed conference proceedings volume, an online publication, or another venue. While submission of each qualifying paper to a publishing venue is required for advancement to candidacy, acceptance for publication is not a requirement.

Composition of the Qualifying Paper Committee
A committee of three faculty members is drawn up to review each qualifying paper. The committee is composed of two faculty member reviewers and the student’s doctoral advisor. In cases where the qualifying paper supervisor is not the student’s doctoral advisor, the doctoral advisor will be one of the two reviewers and the supervisor will be the third member of the committee. The advisor sits on both of an individual student’s committees, whereas at least one of the two faculty reviewers serves on only one of the two committees. One of the two faculty members on the committee may be from another department, where appropriate.

Upon completion and documented submission to a publisher of both qualifying papers and completion of all required course work and the research language requirement, the student advances to candidacy for the PhD degree. The student and the department must electronically submit the advancement to candidacy to the Graduate School for approval.

Qualifying Paper Coordinator and Reviewers
The qualifying paper coordinator is a member of the faculty who

- receives papers submitted by the graduate student (after approval of the qualifying paper by the student’s doctoral advisor)
- selects reviewers for the paper in consultation with the doctoral advisor
- sends the paper to the reviewers and sets a deadline for review (typically six weeks)
- receives the reviewers’ comments and decisions
- sends a summary of the comments and decisions, together with the reviewers’ specific comments, to the doctoral advisor and the student
- notifies the department when the qualifying paper is submitted and when it is accepted by the reviewers

In the event that one or both of the reviewers requests revisions, the student (after the doctoral advisor approves the revised version of the paper) submits the revision to the coordinator. A reviewer may choose whether or not to review the revised version. If a reviewer chooses to review the revision, the coordinator sends the revised version to the reviewer and sets a deadline for review (typically four weeks). Any further comments or revision requirements from the reviewer or reviewers are sent by the coordinator to the doctoral advisor and the student for further revision.

In the event that both reviewers reject a qualifying paper, the student may submit a substitute paper with the approval of the doctoral advisor. Except by petition to the faculty and subsequent faculty approval, there may be no third submission of a qualifying paper.

Doctoral Dissertation
A doctoral committee must include at least three linguistics faculty members and one outside member, and must be either chaired or cochaired by the student’s doctoral advisor in linguistics. A dissertation prospectus must be submitted to and approved by the doctoral committee before the writing of the dissertation commences. The PhD 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.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 614–616</td>
<td>Linguistic Theory</td>
<td>12</td>
</tr>
<tr>
<td>LING 507</td>
<td>Seminar: [Topic]</td>
<td>5</td>
</tr>
<tr>
<td>LING 607</td>
<td>Seminar: [Topic]</td>
<td></td>
</tr>
<tr>
<td>Equivalent seminar courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>LING 617–619</td>
<td>Field Methods I–III</td>
<td></td>
</tr>
<tr>
<td>Sequence of courses in quantitative methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence of courses in philological methods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The University of Oregon 355
The course work must be approved by the student's doctoral advisor. Even those students who have already earned an MA degree are typically expected to complete all of the MA degree course work requirements at Oregon as part of the normal progress toward the PhD.

For each student, the specific course requirements in courses the student selects are to be determined by the student's advisor and the department's director of graduate studies, as are all other courses required for the PhD. No course with a grade lower than B– may be used to satisfy degree requirements. Candidates for the PhD must demonstrate proficiency equivalent to two years of college-level study of a second language and either proficiency equivalent to one year in a third research-related language or proficiency in programming or statistics in order to be advanced to candidacy.

Certificate in Second-Language Acquisition and Teaching

In collaboration with several UO departments, the Department of Linguistics offers an undergraduate certificate that focuses on the theory of second-language acquisition and teaching and its application in pedagogical settings. The certificate complements any other major. Specific course requirements may be found at slat.uoregon.edu.

Certificate Requirements

<table>
<thead>
<tr>
<th>Combination of courses from two of these areas</th>
<th>Total Credits</th>
</tr>
</thead>
</table>

Total Credits 32

The course work must be approved by the student's doctoral advisor. Even those students who have already earned an MA degree are typically expected to complete all of the MA degree course work requirements at Oregon as part of the normal progress toward the PhD.

For each student, the specific course requirements in courses the student selects are to be determined by the student's advisor and the department's director of graduate studies, as are all other courses required for the PhD. No course with a grade lower than B– may be used to satisfy degree requirements. Candidates for the PhD must demonstrate proficiency equivalent to two years of college-level study of a second language and either proficiency equivalent to one year in a third research-related language or proficiency in programming or statistics in order to be advanced to candidacy.

Certificate in Second-Language Acquisition and Teaching

In collaboration with several UO departments, the Department of Linguistics offers an undergraduate certificate that focuses on the theory of second-language acquisition and teaching and its application in pedagogical settings. The certificate complements any other major. Specific course requirements may be found at slat.uoregon.edu.

Certificate Requirements

| Three courses in second-language acquisition theory and language-teaching methodology | 12 |
| Three courses in linguistic description of target language | 12 |
| One practicum, internship, supervised tutoring | 2-4 |
| Total Credits | 26-28 |

Additional Requirements

College-level second-language study (two years of any second language if the certificate target language is English; three years for any other target language).

Courses

| LT 199. Special Studies: [Topic]. 1-5 Credits. | Various languages offered through the Yamada Language Center. Repeatable when topic changes. |
| LT 399. Special Studies: [Topic]. 1-5 Credits. | Repeatable. |
| LT 405. Reading and Conference: [Topic]. 1-12 Credits. | Repeatable four times for a maximum of 16 credits. |
| LT 407. Seminar: [Topic]. 1-5 Credits. | Repeatable twice for a maximum of 8 credits. |
| LT 409. Supervised Tutoring. 1-4 Credits. | Repeatable twice for a maximum of 8 credits. |
| LT 410. Experimental Course: [Topic]. 1-8 Credits. | Repeatable twice for a maximum of 8 credits. |
| LT 428. Teaching English Culture and Literature. 4 Credits. | The interaction between language and culture as it relates to second-language teaching. Application to the teaching of literature. |
| LT 435. Second-Language Teaching Methods. 4 Credits. | Approaches and methods in teaching second languages. Theoretical and pedagogical principles of language teaching, including a focus on language skills. Sequence with LT 436/536, 437/537. Prereq: LING 440 |
| LT 436. Second-Language Teaching Planning. 4 Credits. | Application of teaching principles and practices in teaching instruction. Practical techniques for developing skills in listening, speaking, reading, and writing second languages. Sequence with LT 435/535, 437/537. Prereq: LING 440 or 444; LT 435 with a C– or better. |
| LT 441. Teaching English Pronunciation. 4 Credits. | Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching. |
| LT 449. Testing and Assessment. 5 Credits. | Principles and types of language testing; focuses on classroom testing, test design and integration into curriculum, and test planning for teaching situations. Prereq: LT 436/536. |
| LT 507. Seminar: [Topic]. 1-5 Credits. | Repeatable twice for a maximum of 8 credits. |
| LT 510. Experimental Course: [Topic]. 1-8 Credits. | Repeatable twice for a maximum of 8 credits. |
| LT 528. Teaching English Culture and Literature. 4 Credits. | The interaction between language and culture as it relates to second-language teaching. Application to the teaching of literature. |
| LT 535. Second-Language Teaching Methods. 4 Credits. | Approaches and methods in teaching second languages. Theoretical and pedagogical principles of language teaching, including a focus on language skills. Sequence with LT 436/536, 437/537. Prereq: LING 540. |
| LT 536. Second-Language Teaching Planning. 4 Credits. | Application of teaching principles and practices in teaching instruction. Practical techniques for developing skills in listening, speaking, reading, and writing second languages. Sequence with LT 435/535, 437/537. Prereq: LING 540 or 544; LT 535 with a B– or better. |
| LT 541. Teaching English Pronunciation. 4 Credits. | Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching. |
LT 548. Curriculum and Materials Development. 5 Credits.

LT 549. Testing and Assessment. 5 Credits.
Principles and types of language testing; focuses on classroom testing, test design and integration into curriculum, and test planning for teaching situations. Prereq: LT 436/536.

LT 605. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable five times for a maximum of 21 credits.

LT 607. Seminar: [Topic]. 1-5 Credits.
Repeatable five times for a maximum of 16 credits.

LT 608. Workshop: [Topic]. 1-5 Credits.
Repeatable five times for a maximum of 16 credits.

LT 609. Supervised Tutoring. 1-4 Credits.
Repeatable twice for a maximum of 8 credits.

LT 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable twice for a maximum of 8 credits.

LT 611. Terminal Project. 1-7 Credits.
Two-term course required to complete an MA in language teaching specialization. Individual projects. Weekly group sessions provide guidance. Repeatable once for a maximum of 7 credits. Prereq: LT 536.

LT 629. Foundations in Language Theory. 4 Credits.
Provides a foundation in linguistic theory, sociolinguistics, and language acquisition for teachers assisting language-minority students.

Courses

LING 101. Introduction to Language. 4 Credits.
Nonteaching introduction to language. Issues of general concern such as language attitudes; language and legislation, nationalism, gender; language learning; and human language versus animal communication.

LING 150. Structure of English Words. 4 Credits.
Word structure and derivation in English Greek- and Latin-derived vocabulary; Germanic- and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon; prefixes, suffixes, and morphology.

LING 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

LING 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

LING 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LING 201. Language and Power. 4 Credits.
Explores the nature of language, dialects, accents, and multilingualism, and relates these to issues of political, educational, and other forms of social power.

LING 211. Languages of the World. 4 Credits.
Survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location.

LING 294. Child Language. 4 Credits.
Systematic survey of language structure and representation presented through the lens of language acquisition. Sounds, words, phrases, discourse, and pragmatics in typically and atypically developing children.

LING 296. Language and Society in the United States. 4 Credits.
Explores language and social structure, policy, and educational issues.

LING 297. Introduction to Bilingualism. 4 Credits.
The linguistic, cognitive, cultural, and social dimensions of individual and societal bilingualism, which dispel common myths about the way bilinguals develop and use their two or more languages.

LING 301. Introduction to Linguistics Analysis. 4 Credits.
Study of human language and linguistics as a scientific and humanistic discipline. Lexicon, phonology, syntax, semantics, language change. Basic analytic techniques for drawing linguistic generalizations.

LING 302. Introduction to Linguistic Behavior. 4 Credits.
Study of language as a human behavior, focusing on developmental, cognitive, and social aspects of language use. Theories and methods involved in empirical, quantitative linguistics.

LING 396. Language and Cognition. 4 Credits.
How human thought is coded by language. Topics include meaning, categorization; linguistic units and speech behavior; language use and memory; language comprehension and production.

LING 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LING 401. Research: [Topic]. 1-21 Credits.
Repeatable.

LING 403. Thesis. 1-12 Credits.
Repeatable.

LING 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

LING 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

LING 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, applied linguistics.

LING 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

LING 409. Supervised Tutoring. 1-21 Credits.
Repeatable.

LING 410. Experimental Course: [Topic]. 1-21 Credits.
Repeatable.

LING 411. Phonetics. 4 Credits.
The articulatory and acoustic basis for understanding the production and perception of speech sounds; relevance of this phonetic base to phonological analysis. Pre- or coreq: LING 301 passed with a grade of C- or better.

LING 415. Semantics. 4 Credits.
Survey of the fundamentals of semantic theory from traditional formal logic to modern cognitive approaches. Additional coverage of fundamental notions in pragmatics. Prereq: LING 301 passed with a grade of C- or better.
LING 423. Fieldwork Methods and Ethics. 4 Credits.
Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field relations, leaving the field.

LING 432. Pathology of Language. 4 Credits.
Examines the language symptoms of aphasia, schizophrenia, Alzheimer's disease, and other neurological and psychiatric conditions from a neurolinguistic perspective. Prereq: LING 301 or CDS 210 passed with a grade of C- or better.

LING 435. Morphology and Syntax. 4 Credits.
Methods of determining the morphological and syntactic patterns of natural language data, with introduction to typological and theoretical issues in morphology. Prereq: LING 301 passed with a grade of C- or better.

LING 440. Linguistic Principles and Second-Language Learning. 4 Credits.
Introduction to how languages are learned in school contexts; underlying human language principles. Special attention to learning issues that classroom teachers need to address. Students cannot receive credit for both LING 440 and 444.

LING 444. Second-Language Acquisition. 4 Credits.
Introduction to cognitive and social processes of acquiring second languages. Students cannot receive credit for both LING 440/LING 540 and LING 444/LING 544.

LING 450. Introduction to Phonology. 4 Credits.
Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, phonological processes operating at the segmental and suprasegmental levels. Prereq: LING 411 passed with a grade of C- or better.

LING 451. Functional Syntax I. 4 Credits.
Syntax within grammar; its interaction with lexical meaning, propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality. Prereq: LING 435 passed with a grade of C- or better.

LING 452. Functional Syntax II. 4 Credits.
Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; transitivization and de-transitivization. Prereq: LING 451 passed with a grade of C- or better.

LING 460. Historical and Comparative Linguistics. 4 Credits.
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 with a grade of C- or better.

LING 491. Sociolinguistics. 4 Credits.
Major approaches and frameworks to the study of sociolinguistics; social-cultural variation in language use and its relationship to change; attitudes about variations, multilingualism. Prereq: LING 301.

LING 493. Corpus Linguistics. 4 Credits.
Corpus-based approaches to the study of natural, human language, focusing on the use of computer-based methods to conduct empirical analyses of written and spoken language. Developing skills in computer programming for linguistic analysis. Prereq: Ling 301, 302.

LING 494. English Grammar. 4 Credits.
Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria. Students cannot receive credit for both ENG 209 and LING 494.

LING 503. Thesis. 1-16 Credits.
Repeatable.

LING 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis.

LING 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

LING 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LING 511. Phonetics. 4 Credits.
The articulatory and acoustic basis for understanding the production and perception of speech sounds; relevance of this phonetic base to phonological analysis.

LING 515. Semantics. 4 Credits.
Survey of the fundamentals of semantic theory from traditional formal logic to modern cognitive approaches. Additional coverage of fundamental notions in pragmatics.

LING 523. Fieldwork Methods and Ethics. 4 Credits.
Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field relations, leaving the field.

LING 532. Pathology of Language. 4 Credits.
Examines the language symptoms of aphasia, schizophrenia, Alzheimer's disease, and other neurological and psychiatric conditions from a neurolinguistic perspective.

LING 535. Morphology and Syntax. 4 Credits.
Methods of determining the morphological and syntactic patterns of natural language data, with introduction to typological and theoretical issues in morphology.

LING 540. Linguistic Principles and Second-Language Learning. 4 Credits.
Introduction to how languages are learned in school contexts; underlying human language principles. Special attention to learning issues that classroom teachers need to address. Students cannot receive credit for both LING 440/540 and LING 444/544.

LING 544. Second-Language Acquisition. 4 Credits.
Introduction to cognitive and social processes of acquiring second languages. Students cannot receive credit for both LING 440/LING 540 and LING 444/LING 544.

LING 550. Introduction to Phonology. 4 Credits.
Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, phonological processes operating at the segmental and suprasegmental levels.

LING 551. Functional Syntax I. 4 Credits.
Syntax within grammar; its interaction with lexical meaning, propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality.
LING 552. Functional Syntax II. 4 Credits.
Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; transitivization and detransitivization.

LING 560. Historical and Comparative Linguistics. 4 Credits.
Principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax; language families and protolanguages.

LING 591. Sociolinguistics. 4 Credits.
Major approaches and frameworks to the study of sociolinguistics; social-cultural variation in language use and its relationship to change; attitudes about variations, multilingualism.

LING 593. Corpus Linguistics. 4 Credits.
Corpus-based approaches to the study of natural, human language, focusing on the use of computer-based methods to conduct empirical analyses of written and spoken language. Developing skills in computer programming for linguistic analysis.

LING 594. English Grammar. 4 Credits.
Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

LING 601. Research: [Topic]. 1-16 Credits.
Repeatable.

LING 602. Supervised Teaching. 1-5 Credits.
Repeatable.

LING 603. Dissertation. 1-16 Credits.
Repeatable.

LING 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

LING 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

LING 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics.
Prereq: LING 450/550, 452/552.

LING 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

LING 609. Practicum: [Topic]. 1-8 Credits.
Prereq: LT 445/545.

LING 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LING 614. Linguistic Theory: Phonology. 4 Credits.
Detailed investigation of phonological theory with emphasis on experimental evidence. Topics may include sound systems and their typology, morphophonology, and the acquisition of phonological structures.

LING 615. Linguistic Theory: Syntax. 4 Credits.
Issues in syntactic theory. Topics may include universals of semantic, pragmatic, and discourse function and their relation to syntax, syntactic typology and universals, formal models in syntactic description.
Prereq: LING 452/552.

LING 616. Linguistic Theory: Semantics. 4 Credits.
Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction.
Prereq: LING 415/515.

LING 617. Field Methods I. 5 Credits.
Supervised linguistics fieldwork with language speakers, 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. Sequence.
Prereq: LING 450/550, 452/552.

LING 618. Field Methods II. 5 Credits.
Supervised linguistics fieldwork with language speakers, 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. Sequence.
Prereq: LING 617.

LING 619. Field Methods III. 5 Credits.
Supervised linguistics fieldwork with language speakers, 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. Sequence.
Prereq: LING 618.

LING 621. Empirical Methods in Linguistics. 4 Credits.
Empirical quantified methods of data collection and analysis; statistical evaluation of results. Data derived from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies.
Prereq: LING 450/550, 452/552.

LING 622. Discourse Analysis. 4 Credits.
Language beyond the sentence level; elicitation and analysis of oral and written texts; quantitative text analysis. Information structure of discourse, discourse and syntax, conversational analysis, discourse pragmatics, discourse processing.
Prereq: LING 4/552.

LING 644. Advanced Second-Language Acquisition. 4 Credits.
Characterization of major theoretical frameworks from which to view second-language acquisition issues and research paradigms associated with each framework.

LING 660. Historical Syntax. 4 Credits.
Topics in the study of syntactic change.
Prereq: LING 452/552, 460/560 or equivalent.

Courses

SWAH 101. First Year Swahili. 5 Credits.
Introduction to Swahili with emphasis on speaking, reading, writing and comprehension. Sequence: SWAH 102 and 103.

SWAH 102. First-Year Swahili. 5 Credits.
Introduction to Swahili with emphasis on speaking, reading, writing, and comprehension. Sequence: SWAH 101 and 103.
Prereq: SWAH 101 or equivalent.

SWAH 103. First-Year Swahili. 5 Credits.
Introduction to Swahili with emphasis on speaking, reading, writing, and comprehension. Sequence: SWAH 101 and 102.
Prereq: SWAH 102.
Awards and Prizes

• The William Lowell Putnam examination, a competitive, nationally administered mathematics examination, is given early each December. It contains twelve very challenging problems, and prizes are awarded to the top finishers in the nation. Interested students should consult the chair of the undergraduate affairs committee at the beginning of fall term

• The Anderson Award, endowed by Frank and Dorothy Anderson, is awarded to one or more graduate students with outstanding teaching records

• The Jack and Peggy Borsting Award for Scholastic Achievement in Graduate Mathematics is awarded to a finishing graduate student based on outstanding academic work

• The Charles W. and Elizabeth H. Curtis Scholarship is awarded to a sophomore or junior to continue their studies in mathematics

• The DeCou Prize, which honors a former long-time department head, E. E. DeCou, and his son, E. J. DeCou, is awarded to an outstanding graduating senior

• The Juliffs Scholarship, in honor of Erwin and Gertrude Juliffs, is awarded to one or more students who show exceptional promise for achievement as evidenced by GPA, originality of research, or other applicable criteria

• The Marion Walter Future Teachers Award, which honors Professor Emerita Marion Walter, is awarded to an outstanding senior graduating with a precollege-teaching option

• The Civin Graduate Award, endowed by the family of Paul and Harriet Civin, is awarded for the purpose of attracting and retaining promising graduate students and encouraging underrepresented students in mathematics

• The Harrison Memory Award, endowed by Ann Hill Harrison in honor of former mathematics professor David K. Harrison, is awarded to outstanding students in mathematics

Faculty


Hayden Harker, instructor. BA, 1995, Oberlin College; MS, 2000, PhD, 2005, Oregon. (2011)


Drew Johnson, Paul Olum Postdoctoral Scholar (algebraic geometry). MS, 2011, Brigham Young; PhD, 2016, Utah. (2016)


Peng Lu, professor (differential geometry, geometric analysis). BSc, 1985, Nanjing; MSc, 1988, Nanki Mathematics Institute; PhD, 1996, State University of New York, Stony Brook. (2002)


Maria Nemirovskaya, instructor. MS, 1996, Brigham Young; PhD, 2002, Massachusetts Institute of Technology. (2017)


Jean B. Nganou, instructor (finite dimensional division algebras). MS, 2001, Yaoundé I; PhD, 2009, New Mexico State. (2009)


Kai Shyang Wang, instructor. MA, 1985, California, Berkeley. (2009)


Yuan Xu, professor (numerical analysis). BS, 1982, Northwestern (China); MS, 1984, Beijing Institute of Aeronautics and Astronautics; PhD, 1988, Temple. (1992)


Emeriti

Fred C. Andrews, professor emeritus. BS, 1946, MS, 1948, Washington (Seattle); PhD, 1953, California, Berkeley. (1957)

Bruce A. Barnes, professor emeritus. BA, 1960, Dartmouth; PhD, 1964, Cornell. (1966)


Charles W. Curtis, professor emeritus. BA, 1947, Bowdoin; MA, 1948, PhD, 1951, Yale. (1963)

Michael N. Dyer, professor emeritus. BA, 1960, Rice; PhD, 1965, California, Los Angeles. (1967)

Robert S. Freeman, associate professor emeritus. BAE., 1947, New York University; PhD, 1958, California, Berkeley. (1967)


Shlomo Libeskind, professor emeritus. BS, 1962, MS, 1965, Technion-Israel Institute of Technology; PhD, 1971, Wisconsin, Madison. (1986)


Kenneth A. Ross, professor emeritus. BS, 1956, Utah; MS, 1958, PhD, 1960, Washington (Seattle). (1964)


Stuart Thomas, senior instructor emeritus. AB, 1965, California State, Long Beach; MA, 1967, California, Berkeley. (1990)


Lewis E. Ward Jr., professor emeritus. AB, 1949, California, Berkeley; MS, 1951, PhD, 1953, Tulane. (1959)


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

- Bachelor of Arts: S (p. 364) Standard Track (p. 364)
- Bachelor of Arts: Pure Mathematics
- Bachelor of Arts: Secondary Teaching
- Bachelor of Science: Standard Track
- Bachelor of Science: Pure Mathematics
- Bachelor of Science: Secondary Teaching
- Minor

Undergraduate Studies

Students planning to major in mathematics at the university should take four years of high school mathematics including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or as a unit.

College transfer students who have completed a year of calculus should be able to satisfy the major requirements in mathematics at the University of Oregon in two years.

Science Group Requirement

The department offers courses that satisfy the science group requirement:

- MATH 105–107 University Mathematics I-III 12
- MATH 211–213 Fundamentals of Elementary Mathematics I-III 12
- MATH 231–233 Elements of Discrete Mathematics I-III 12
- MATH 241–242 & MATH 243 Calculus for Business and Social Science I-II and Introduction to Methods of Probability and Statistics 12
- MATH 246–247 Calculus for the Biological Sciences I-II 8
- MATH 251–253 Calculus I-III 12
- MATH 261–263 Calculus with Theory I-III 12
- MATH 307 Introduction to Proof 4

The 100-level courses present important mathematical ideas 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

Beginning and transfer students must take a placement examination before enrolling in their first UO mathematics course; the examination
is given during each registration period. Students who transfer credit for calculus to the university are excused from the examination.

To enroll in courses that have prerequisites, students must complete the prerequisite courses with grades of C– or better or P.

Students cannot receive credit for a course that is a prerequisite to a course they have already taken. For example, a student with credit in Calculus for Business and Social Science I (MATH 241) cannot later receive credit for College Algebra (MATH 111). For more information about credit restrictions, contact a mathematics advisor.

**Bridge Requirement**

Most upper-division courses include mathematical proof as a significant element. To prepare for this, students must satisfy the bridge requirement as a prerequisite to taking any 300- or 400-level course other than Elementary Linear Algebra (MATH 341–342), Statistical Methods I-II (MATH 425–426), or Partial Differential Equations: Fourier Analysis I-II (MATH 421–422).

The bridge requirement is one of the following:

- MATH 307 AND four of: MATH 201-206-206 12
- MATH 231–232-232 AND two of: MATH 201-206-206 12
- MATH 261–262-262 AND two of: MATH 201-206-206 12

**Calculus Sequences**

The department offers four calculus sequences. Students need to consult an advisor in mathematics or in their major field about which sequence to take.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
</tr>
</thead>
</table>
| MATH 251–253-253 | • Standard sequence recommended to most students in the physical sciences and mathematics  
                  • For students interested in more advanced mathematics courses |
| MATH 261–263-263 | • Same material as the standard sequence but includes theoretical background material and is for strong students with an interest in mathematics  
                  • For students interested in more advanced mathematics courses |
| MATH 246–247-247, MATH 253 | • Covers comparable material as Calculus I-II but with an emphasis on modeling and applications to the life sciences.  
                              • For students interested in more advanced mathematics courses |
| MATH 241–242-242 | • Serves the mathematical needs of students in the business, managerial, and social sciences  
                   • For students not interested in more advanced mathematical courses |

The first three sequences are equivalent as far as department requirements for majors or minors and as far as prerequisites for more advanced courses.

**Program Plan Example**

**First Year**

Select one of the following:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III 12</td>
</tr>
<tr>
<td>MATH 261–263</td>
<td>Calculus with Theory I-III 12</td>
</tr>
</tbody>
</table>

Select two of the following:

- MATH 201 Algebra Math Lab 2
- MATH 202 Geometry Math Lab 2
- MATH 203 Analysis and Number Theory Math Lab 2

**Second Year**

Select two of the following:

- MATH 204 Probability and Statistics Math Lab 2
- MATH 205 Foundations Math Lab 2
- MATH 206 Combinatorics Math Lab 2

Select one of the following:

- MATH 281–282 Several-Variable Calculus I-II 8
- MATH 341–342 Elementary Linear Algebra 8

**Third Year**

Complete second year sequence as necessary

- CIS 122 Introduction to Programming and Problem Solving 4

Select one of the following:

- MATH 316–317 Fundamentals of Analysis I-II 8
- MATH 347–348 Fundamentals of Number Theory I-II 8
- MATH 391–392 Fundamentals of Abstract Algebra I-II 8

One upper division mathematics course

**Fourth Year**
Three upper-division mathematics courses

Total Credits: 64

Students who are considering graduate school in mathematics should take at least one or two of the pure math sequences, Introduction to Analysis I-III (MATH 413–415), Introduction to Abstract Algebra I-III (MATH 444–446), or Introduction to Topology (MATH 431–432) and Introduction to Differential Geometry (MATH 433). The choice merits discussion with an advisor.

Bachelor’s Degree Requirements

The department offers undergraduate preparation for positions in government, business, and industry and for graduate work in mathematics and statistics. Each student’s major program is individually constructed in consultation with an advisor.

Upper-division courses used to satisfy major requirements must be taken for letter grades, and only one D grade (D+ or D or 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.

Statistical Methods I (MATH 425) cannot be used to satisfy requirements for a mathematics major or minor.

To qualify for a bachelor’s degree with a major in mathematics, a student must satisfy the requirements for one of three options: the standard track, pure mathematics, or secondary teaching. In each option, most courses require calculus as a prerequisite, and in each option some of the courses require satisfying the bridge requirement.

Bachelor of Arts: Standard Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving (or another programming course approved by advisor)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following sets of Bridge courses: 12

- MATH 231–232-232 and two of MATH 201-206-206
- MATH 261–262-262 and two of MATH 201-206-206
- MATH 307 and four of MATH 201-206-206

Select one of the following Fundamentals sequences: 8

- MATH 316–317 Fundamentals of Analysis I-II
- MATH 347–348 Fundamentals of Number Theory I-II
- MATH 391–392 Fundamentals of Abstract Algebra I-II

Select four of the following, including at least one two-term sequence: 16

- MATH 316 Fundamentals of Analysis I
- MATH 317 Fundamentals of Analysis II
- MATH 320 Theory of Differential Equations
- MATH 343 Statistical Models and Methods
- MATH 347 Fundamentals of Number Theory I
- MATH 348 Fundamentals of Number Theory II
- MATH 351 Elementary Numerical Analysis I
- MATH 352 Elementary Numerical Analysis II
- MATH 391 Fundamentals of Abstract Algebra I
- MATH 392 Fundamentals of Abstract Algebra II
- MATH 394 Geometries from an Advanced Viewpoint I
- MATH 395 Geometries from an Advanced Viewpoint II
- MATH 397 History and Applications of Calculus
- MATH 411 Functions of a Complex Variable I
- MATH 412 Functions of a Complex Variable II
- MATH 420 Ordinary Differential Equations
- MATH 421M Partial Differential Equations: Fourier Analysis I
- MATH 422 Partial Differential Equations: Fourier Analysis II
- MATH 456 Networks and Combinatorics
- MATH 457 Discrete Dynamical Systems
- MATH 458 Introduction to Mathematical Cryptography
- MATH 461 Introduction to Mathematical Methods of Statistics I
- MATH 462 Introduction to Mathematical Methods of Statistics II
- MATH 463 Mathematical Methods of Regression Analysis and Analysis of Variance
- MATH 467 Stochastic Processes

Total Credits: 60

1 For students who have completed Calculus with Theory I-III (MATH 261–263) with a grade of mid-C or better, the department will waive the requirement for Fundamentals of Analysis I (MATH 316).

2 Sequences include MATH 316-317, 347-348, 351-352, 391-392, 411-412, 421M-422, 413-414, 431-432, 444-446, 461-462, 461-467; no courses can count for both the two-term Fundamentals sequence AND toward the four upper division classes.

Bachelor of Science: Standard Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving (or another programming course approved by advisor)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following sets of Bridge courses: 12

- MATH 231–232-232 and two of MATH 201-206-206
- MATH 261–262-262 and two of MATH 201-206-206
- MATH 307 and four of MATH 201-206-206

Select one of the following Fundamentals sequences: 8

- MATH 316–317 Fundamentals of Analysis I-II
- MATH 347–348 Fundamentals of Number Theory I-II

Select one of the following Fundamentals sequences: 16

- MATH 316 Fundamentals of Analysis I
- MATH 317 Fundamentals of Analysis II
- MATH 320 Theory of Differential Equations
- MATH 343 Statistical Models and Methods
- MATH 347 Fundamentals of Number Theory I
- MATH 348 Fundamentals of Number Theory II
- MATH 351 Elementary Numerical Analysis I
- MATH 352 Elementary Numerical Analysis II
- MATH 391 Fundamentals of Abstract Algebra I
- MATH 392 Fundamentals of Abstract Algebra II
- MATH 394 Geometries from an Advanced Viewpoint I
- MATH 395 Geometries from an Advanced Viewpoint II
- MATH 397 History and Applications of Calculus
- MATH 411 Functions of a Complex Variable I
- MATH 412 Functions of a Complex Variable II
- MATH 420 Ordinary Differential Equations
- MATH 421M Partial Differential Equations: Fourier Analysis I
- MATH 422 Partial Differential Equations: Fourier Analysis II
- MATH 456 Networks and Combinatorics
- MATH 457 Discrete Dynamical Systems
- MATH 458 Introduction to Mathematical Cryptography
- MATH 461 Introduction to Mathematical Methods of Statistics I
- MATH 462 Introduction to Mathematical Methods of Statistics II
- MATH 463 Mathematical Methods of Regression Analysis and Analysis of Variance
- MATH 467 Stochastic Processes
MATH 391–392  Fundamentals of Abstract Algebra I-II

Select four of the following, including at least one two-term sequence:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 316</td>
<td>Fundamentals of Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 317</td>
<td>Fundamentals of Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 320</td>
<td>Theory of Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td></td>
</tr>
<tr>
<td>MATH 347</td>
<td>Fundamentals of Number Theory I</td>
<td></td>
</tr>
<tr>
<td>MATH 348</td>
<td>Fundamentals of Number Theory II</td>
<td></td>
</tr>
<tr>
<td>MATH 351</td>
<td>Elementary Numerical Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 352</td>
<td>Elementary Numerical Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 391</td>
<td>Fundamentals of Abstract Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 392</td>
<td>Fundamentals of Abstract Algebra II</td>
<td></td>
</tr>
<tr>
<td>MATH 394</td>
<td>Geometries from an Advanced Viewpoint I</td>
<td></td>
</tr>
<tr>
<td>MATH 395</td>
<td>Geometries from an Advanced Viewpoint II</td>
<td></td>
</tr>
<tr>
<td>MATH 397</td>
<td>History and Applications of Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH 411</td>
<td>Functions of a Complex Variable I</td>
<td></td>
</tr>
<tr>
<td>MATH 412</td>
<td>Functions of a Complex Variable II</td>
<td></td>
</tr>
<tr>
<td>MATH 420</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 421M</td>
<td>Partial Differential Equations: Fourier Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 422</td>
<td>Partial Differential Equations: Fourier Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 456</td>
<td>Networks and Combinatorics</td>
<td></td>
</tr>
<tr>
<td>MATH 457</td>
<td>Discrete Dynamical Systems</td>
<td></td>
</tr>
<tr>
<td>MATH 458</td>
<td>Introduction to Mathematical Cryptography</td>
<td></td>
</tr>
<tr>
<td>MATH 461</td>
<td>Introduction to Mathematical Methods of Statistics I</td>
<td></td>
</tr>
<tr>
<td>MATH 462</td>
<td>Introduction to Mathematical Methods of Statistics II</td>
<td></td>
</tr>
<tr>
<td>MATH 463</td>
<td>Mathematical Methods of Regression Analysis and Analysis of Variance</td>
<td></td>
</tr>
<tr>
<td>MATH 467</td>
<td>Stochastic Processes</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits  60

1 For students who have completed Calculus with Theory I-III (MATH 261–263) with a grade of mid-C or better, the department will waive the requirement for Fundamentals of Analysis I (MATH 316).

Sequences include MATH 316-317, 347-348, 351-352, 391-392, 411-412, 421M-422, 413-414, 431-432, 444-446, 461-462, 461-467; no courses can count for both the two-term Fundamentals sequence AND toward the four upper division classes.

Bachelor of Arts: Pure Mathematics

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving (or another programming course approved by advisor)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following sets of Bridge courses:  

- MATH 231–232 and two of MATH 201-206-206
- MATH 261–262-262 and two of MATH 201-206-206
- MATH 307 and four of MATH 201-206-206
- MATH 316–317  Fundamentals of Analysis I-II

Select one of the following Abstract Algebra sequences:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 391–392</td>
<td>Fundamentals of Abstract Algebra I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 444–445</td>
<td>Introduction to Abstract Algebra I-II</td>
<td>8</td>
</tr>
</tbody>
</table>

Select two of the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 320</td>
<td>Theory of Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td></td>
</tr>
<tr>
<td>MATH 347</td>
<td>Fundamentals of Number Theory I</td>
<td></td>
</tr>
<tr>
<td>MATH 348</td>
<td>Fundamentals of Number Theory II</td>
<td></td>
</tr>
<tr>
<td>MATH 351</td>
<td>Elementary Numerical Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 352</td>
<td>Elementary Numerical Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 391</td>
<td>Fundamentals of Abstract Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 392</td>
<td>Fundamentals of Abstract Algebra II</td>
<td></td>
</tr>
<tr>
<td>MATH 394</td>
<td>Geometries from an Advanced Viewpoint I</td>
<td></td>
</tr>
<tr>
<td>MATH 395</td>
<td>Geometries from an Advanced Viewpoint II</td>
<td></td>
</tr>
<tr>
<td>MATH 397</td>
<td>History and Applications of Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH 411</td>
<td>Functions of a Complex Variable I</td>
<td></td>
</tr>
<tr>
<td>MATH 412</td>
<td>Functions of a Complex Variable II</td>
<td></td>
</tr>
<tr>
<td>MATH 413</td>
<td>Introduction to Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 414</td>
<td>Introduction to Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 415</td>
<td>Introduction to Analysis III</td>
<td></td>
</tr>
<tr>
<td>MATH 420</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 421M</td>
<td>Partial Differential Equations: Fourier Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 422</td>
<td>Partial Differential Equations: Fourier Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 431</td>
<td>Introduction to Topology</td>
<td></td>
</tr>
<tr>
<td>MATH 432</td>
<td>Introduction to Topology</td>
<td></td>
</tr>
<tr>
<td>MATH 433</td>
<td>Introduction to Differential Geometry</td>
<td></td>
</tr>
<tr>
<td>MATH 441</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 444</td>
<td>Introduction to Abstract Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 445</td>
<td>Introduction to Abstract Algebra II</td>
<td></td>
</tr>
<tr>
<td>MATH 446</td>
<td>Introduction to Abstract Algebra III</td>
<td></td>
</tr>
<tr>
<td>MATH 461</td>
<td>Introduction to Mathematical Methods of Statistics I</td>
<td></td>
</tr>
<tr>
<td>MATH 462</td>
<td>Introduction to Mathematical Methods of Statistics II</td>
<td></td>
</tr>
<tr>
<td>MATH 463</td>
<td>Mathematical Methods of Regression Analysis and Analysis of Variance</td>
<td></td>
</tr>
<tr>
<td>MATH 467</td>
<td>Stochastic Processes</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits  60

1 For students who have completed Calculus with Theory I-III (MATH 261–263) with grades of mid-C or better, the department will waive the requirement for MATH 316-317.

2 No courses can count for both the two-term Abstract Algebra sequence AND toward the two upper division classes.
### Bachelor of Science: Pure Mathematics

**Course List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving (or another programming course approved by advisor)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following sets of Bridge courses:

1. MATH 231–232 and two of MATH 201-206-206
2. MATH 261–262-262 and two of MATH 201-206-206
3. MATH 307 and four of MATH 201-206-206

Select one of the following Abstract Algebra sequences:

1. MATH 391–392 Fundamentals of Abstract Algebra I-II
2. MATH 444–445 Introduction to Abstract Algebra I-II

Select two of the following:

1. MATH 320 Theory of Differential Equations
2. MATH 343 Statistical Models and Methods
3. MATH 347 Fundamentals of Number Theory I
4. MATH 348 Fundamentals of Number Theory II
5. MATH 351 Elementary Numerical Analysis I
6. MATH 352 Elementary Numerical Analysis II
7. MATH 391 Fundamentals of Abstract Algebra I
8. MATH 392 Fundamentals of Abstract Algebra II
9. MATH 394 Geometries from an Advanced Viewpoint I
10. MATH 395 Geometries from an Advanced Viewpoint II
11. MATH 397 History and Applications of Calculus
12. MATH 411 Functions of a Complex Variable I
13. MATH 412 Functions of a Complex Variable II
14. MATH 413 Introduction to Analysis I
15. MATH 414 Introduction to Analysis II
16. MATH 415 Introduction to Analysis III
17. MATH 420 Ordinary Differential Equations
18. MATH 421M Partial Differential Equations: Fourier Analysis I
19. MATH 422 Partial Differential Equations: Fourier Analysis II
20. MATH 431 Introduction to Topology
21. MATH 432 Introduction to Topology
22. MATH 433 Introduction to Differential Geometry
23. MATH 441 Linear Algebra
24. MATH 444 Introduction to Abstract Algebra I
25. MATH 445 Introduction to Abstract Algebra II
26. MATH 446 Introduction to Abstract Algebra III
27. MATH 461 Introduction to Mathematical Methods of Statistics I
28. MATH 462 Introduction to Mathematical Methods of Statistics II

**Total Credits**: 60

1. For students who have completed Calculus with Theory I-III (MATH 261–263) with grades of mid-C or better, the department will waive the requirement for MATH 316-317.

2. No courses can count for both the two-term Abstract Algebra sequence AND toward the two upper division classes.

### Bachelor of Arts: Secondary Teaching

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td>4</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving (or another programming course approved by advisor)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following sets of Bridge courses:

1. MATH 231–232-232 and two of MATH 201-206-206
2. MATH 261–262-262 and two of MATH 201-206-206
3. MATH 307 and four of MATH 201-206-206

Select two of the following Fundamentals sequences:

1. MATH 316–317 Fundamentals of Analysis I-II
2. MATH 347–348 Fundamentals of Number Theory I-II
3. MATH 391–392 Fundamentals of Abstract Algebra I-II
4. MATH 394–395 Geometries from an Advanced Viewpoint I-II
5. MATH 397 History and Applications of Calculus

**Total Credits**: 60

1. For students who have completed Calculus with Theory I-III (MATH 261–263) with grades of mid-C or better, the department will waive the requirement for MATH 316-317.

### Bachelor of Science: Secondary Teaching

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td>4</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving (or another programming course approved by advisor)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following sets of Bridge courses:

1. MATH 231–232-232 and two of MATH 201-206-206
2. MATH 261–262-262 and two of MATH 201-206-206
3. MATH 307 and four of MATH 201-206-206

Select two of the following Fundamentals sequences:

1. MATH 316–317 Fundamentals of Analysis I-II
2. MATH 347–348 Fundamentals of Number Theory I-II
3. MATH 391–392 Fundamentals of Abstract Algebra I-II
4. MATH 394–395 Geometries from an Advanced Viewpoint I-II
5. MATH 397 History and Applications of Calculus

**Total Credits**: 60

1. For students who have completed Calculus with Theory I-III (MATH 261–263) with grades of mid-C or better, the department will waive the requirement for MATH 316-317.
The University of Oregon

MATH 316–317  Fundamentals of Analysis I-II
MATH 347–348  Fundamentals of Number Theory I-II
MATH 391–392  Fundamentals of Abstract Algebra I-II
MATH 394–395  Geometries from an Advanced Viewpoint I-II
MATH 397  History and Applications of Calculus

Total Credits 60

1 For students who have completed Calculus with Theory I-III (MATH 261–263) with grades of mid-C or better, the department will waive the requirement for MATH 316-317.

Mathematics and Computer Science

The Department of Mathematics and the Department of Computer and Information Science jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This program is described in the Mathematics and Computer Science section of this catalog.

Recommended Mathematics Courses for Other Areas

Students with an undergraduate mathematics degree often change fields when enrolling in graduate school. Common choices for a graduate career include computer science, economics, engineering, law, medicine, and physics. It is not unusual for a mathematics major to complete a second major as well. The following mathematics courses are recommended for students interested in other areas:

Actuarial Science
MATH 351–352  Elementary Numerical Analysis I-II 8
MATH 461–462  Introduction to Mathematical Methods of Statistics I-II
MATH 463  Mathematical Methods of Regression Analysis and Analysis of Variance 4

Biological Sciences
MATH 461–462  Introduction to Mathematical Methods of Statistics I-II

Computer and Information Science
MATH 231–233  Elements of Discrete Mathematics I-III 12
MATH 351–352  Elementary Numerical Analysis I-II 8
or MATH 461–462  Introduction to Mathematical Methods of Statistics I-II
MATH 456  Networks and Combinatorics 4

Economics, Business, and Social Science
MATH 461–462  Introduction to Mathematical Methods of Statistics I-II

Physical Sciences and Engineering
MATH 351–352  Elementary Numerical Analysis I-II
MATH 411–412  Functions of a Complex Variable I-II
MATH 420  Ordinary Differential Equations 4
MATH 421–422  Partial Differential Equations: Fourier Analysis I-II

Courses in computer science, accounting, and economics are also recommended. It is possible to take the first few actuarial examinations (on calculus, statistics, and numerical analysis) as an undergraduate student.

2 Students who want to take upper-division mathematics courses should take Calculus I-II (MATH 251–252) in place of Calculus for Business and Social Science I-II (MATH 241–242).

Honors Program

Students preparing to graduate with honors in mathematics should notify the department’s honors advisor no later than the first term of their senior year (and ideally during the penultimate year of study). There are two requirements for receiving departmental honors:

1. Complete all upper division mathematics courses with a net GPA of 3.7 or greater.
2. Write a thesis covering advanced topics as assigned by the honors advisor.

The degree with departmental honors is awarded to students whose work is judged truly exceptional.

Minor Requirements

To earn a minor in mathematics, a student must complete at least 30 credits in mathematics at the 200 level or higher, with at least 15 upper-division mathematics credits; Statistical Methods I (MATH 425) cannot be used toward the upper-division requirement. A minimum of 15 credits must be taken at the University of Oregon.

Only one D grade (D+ or D or D–) may be counted toward fulfilling the upper-division requirement. All upper-division courses must be taken for letter grades. The flexibility of the mathematics minor program allows each student, in consultation with a mathematics advisor, to tailor the program to his or her needs.

The minor is intended for any student, regardless of major, with a strong interest in mathematics. 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 useful.

Preparation for Kindergarten through Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary licensure in mathematics and for elementary teaching. For more information, see the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Standard Track
- Pure Mathematics (p. 370)
- Secondary Teaching (p. 373)
## Bachelor of Arts in Mathematics: Standard Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 203</td>
<td>Analysis and Number Theory Math Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I (Only one MATH course can be counted toward science group requirement)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of first-year second-language sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second term of first-year second-language sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MATH 201</td>
<td>Algebra Math Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third term of first-year second-language sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 282</td>
<td>Several-Variable Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 342</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 458</td>
<td>Introduction to Mathematical Cryptography</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 120
# Bachelor of Science in Mathematics: Standard Track

## Fourth Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 461</td>
<td>Introduction to Mathematical Methods of Statistics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>Complete the multi-cultural requirement by now</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 462</td>
<td>Introduction to Mathematical Methods of Statistics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>Need 26 upper division credits beyond the MATH major</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

- **Fall**: 12 credits
- **Winter**: 12 credits
- **Spring**: 12 credits
- **Total Credits**: 183 credits

## Second Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 202</td>
<td>Geometry Math Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 205</td>
<td>Foundations Math Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 282</td>
<td>Several-Variable Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

- **Fall**: 16 credits
- **Winter**: 16 credits
- **Spring**: 4 credits
- **Total Credits**: 183 credits

## Third Year

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 210</td>
<td>Computer Science I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH major CIS requirement completed</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Credits

- **Fall**: 4 credits
- **Spring**: 4 credits
- **Total Credits**: 183 credits
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 391</td>
<td>Fundamentals of Abstract Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td>Social science group requirement completed</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 392</td>
<td>Fundamentals of Abstract Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MATH major requirement completed</td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 397</td>
<td>History and Applications of Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 444</td>
<td>Introduction to Abstract Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Complete the multi-cultural requirement by now</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 445</td>
<td>Introduction to Abstract Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MATH major upper-division sequence requirement completed</td>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Need 26 upper division credits beyond the MATH major</td>
<td><strong>Credits</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 458</td>
<td>Introduction to Mathematical Cryptography</td>
<td>4</td>
</tr>
<tr>
<td>MATH major completed</td>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td><strong>180 credits completed</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>181</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Arts in Mathematics: Pure Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 203</td>
<td>Analysis and Number Theory Math Lab</td>
<td>2</td>
</tr>
<tr>
<td>Math 251</td>
<td>Calculus I (Only one MATH course can be counted toward science group requirement)</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
</tr>
<tr>
<td>Math 201</td>
<td>Algebra Math Lab</td>
<td>2</td>
</tr>
<tr>
<td>Math 252</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td><strong>Second Term of First-Year Second-Language Sequence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td>Math 254</td>
<td>Calculus IV</td>
<td>4</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 255</td>
<td>Calculus V</td>
<td>4</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 256</td>
<td>Calculus VI</td>
<td>4</td>
</tr>
<tr>
<td><strong>Second Term of Second-Year Second-Language Sequence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td>Math 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Math 341</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 282</td>
<td>Several-Variable Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>
The University of Oregon

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 342</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social science group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

| Credits       | 16                                           |

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 202</td>
<td>Geometry Math Lab</td>
<td>2</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Foundations Math Lab</td>
<td>2</td>
</tr>
<tr>
<td>MATH 307</td>
<td>Introduction to Proof</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MATH major Bridge requirement completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA language requirement completed</td>
<td></td>
</tr>
</tbody>
</table>

| Credits       | 16                                           |

**Third Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 316</td>
<td>Fundamentals of Analysis I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Arts and letters group satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division Elective</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

| Credits       | 16                                           |

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 317</td>
<td>Fundamentals of Analysis II</td>
<td>4</td>
</tr>
<tr>
<td>Social science group satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

| Credits       | 16                                           |

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>MATH 433</td>
<td>Introduction to Differential Geometry</td>
<td>4</td>
</tr>
<tr>
<td>Social science group satisfying course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

| Credits       | 16                                           |

**Fourth Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 444</td>
<td>Introduction to Abstract Algebra I</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>Complete the multi-cultural requirement by now</td>
<td>4</td>
</tr>
</tbody>
</table>

| Credits       | 16                                           |

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 445</td>
<td>Introduction to Abstract Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>Need 26 upper division credits beyond the MATH major</td>
<td>4</td>
</tr>
</tbody>
</table>

| Credits       | 12                                           |

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 320</td>
<td>Theory of Differential Equations (MATH major requirements completed)</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>180 credits completed</td>
<td></td>
</tr>
</tbody>
</table>

| Credits       | 16                                           |

| Total Credits | 183                                          |

**Bachelor of Science in Mathematics: Pure Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I (Only one MATH course can be counted toward science group requirement)</td>
<td>4</td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122 College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 201 Algebra Math Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 206 Combinatorics Math Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 252 Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 253 Calculus III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

| **Second Year**                |    |
| **Fall**                       |    |
| MATH 202 Geometry Math Lab     | 2  |
| MATH 205 Foundations Math Lab  | 2  |
| MATH 281 Several-Variable Calculus I | 4 |
| Arts and letters group-satisfying course | 4 |
| Science group-satisfying course | 4 |
| **Credits**                    | 16 |
| **Winter**                     |    |
| MATH 282 Several-Variable Calculus II | 4 |
| MATH 341 Elementary Linear Algebra | 4 |
| Elective                       | 4  |
| Social science group-satisfying course | 4 |
| **Credits**                    | 16 |
| **Spring**                     |    |
| MATH 307 Introduction to Proof | 4  |
| MATH 342 Elementary Linear Algebra | 4 |
| Arts and letters group-satisfying course | 4 |
| Science group-satisfying course | 4 |
| **Credits**                    | 16 |

| **Third Year**                 |    |
| **Fall**                       |    |
| CIS 210 Computer Science I     | 4  |
| MATH 391 Fundamentals of Abstract Algebra I | 4 |
| Social science group-satisfying course | 4 |
| Upper-division Elective        | 4  |
| **Credits**                    | 16 |
| **Winter**                     |    |
| MATH 392 Fundamentals of Abstract Algebra II | 4 |
| Upper-division elective        | 4  |
| Elective                       | 4  |
| **Credits**                    | 16 |
| **Spring**                     |    |
| MATH 320 Theory of Differential Equations | 4 |
| Upper-division elective        | 4  |
| Elective                       | 4  |
| **Credits**                    | 16 |

| **Fourth Year**                |    |
| **Fall**                       |    |
| MATH 316 Fundamentals of Analysis I | 4 |
| Upper-division elective        | 4  |
| Elective                       | Complete the multi-cultural requirement by now |
| **Credits**                    | 12 |
| **Winter**                     |    |
| MATH 317 Fundamentals of Analysis II | 4 |
| Upper-division elective        | 4  |
| Elective                       | Need 26 upper division credits beyond the MATH major |
| **Credits**                    | 12 |
| **Spring**                     |    |
| MATH 458 Introduction to Mathematical Cryptography | 4 |
| **Credits**                    | 12 |
### Bachelor of Arts in Mathematics: Secondary Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 203</td>
<td>Analysis and Number Theory Math Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I (Only one MATH course can be</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>counted toward science group requirement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of first-year second-language</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 201</td>
<td>Algebra Math Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second term of first-year second-language</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third term of first-year second-language</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 392</td>
<td>Fundamentals of Abstract Algebra II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and letters group satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 397</td>
<td>History and Applications of Calculus</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Mathematics

<table>
<thead>
<tr>
<th>Social science group satisfying course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and letters group satisfying course</td>
<td>MATH 251</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social science group requirement completed</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and letters group requirement completed</td>
<td>MATH 251</td>
<td>4</td>
</tr>
</tbody>
</table>

**Credits** 16

**Fourth Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 394</td>
<td>Geometries from an Advanced Viewpoint I</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>Complete the multi-cultural requirement by now</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>Need 26 upper division credits beyond the MATH major</td>
<td>4</td>
</tr>
</tbody>
</table>

**Credits** 12

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 347</td>
<td>Fundamentals of Number Theory I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 395</td>
<td>Geometries from an Advanced Viewpoint II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Credits** 16

**Second Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 202</td>
<td>Geometry Math Lab</td>
<td>2</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Foundations Math Lab</td>
<td>2</td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Credits** 16

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 307</td>
<td>Introduction to Proof MATH major Bridge requirement completed</td>
<td>4</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving MATH major CIS requirement completed</td>
<td>4</td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 183

---

**Bachelor of Science in Mathematics: Secondary Teaching**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Fall</td>
<td>WR 121</td>
<td>College Composition I</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I (Only one MATH course can be counted toward science group requirement)</td>
<td>BS MATH requirement completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social science group-satisfying course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 307</td>
<td>Introduction to Proof MATH major Bridge requirement completed</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social science group-satisfying course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving MATH major CIS requirement completed</td>
<td>4</td>
</tr>
<tr>
<td>MATH 343</td>
<td>Statistical Models and Methods</td>
<td>4</td>
</tr>
</tbody>
</table>
### Arts and letters group-satisfying course

<table>
<thead>
<tr>
<th>Arts and letters group-satisfying course</th>
<th>4</th>
</tr>
</thead>
</table>

### Science group-satisfying course

<table>
<thead>
<tr>
<th>Science group-satisfying course</th>
<th>4</th>
</tr>
</thead>
</table>

### Credits

<table>
<thead>
<tr>
<th>Third Year</th>
<th>16</th>
</tr>
</thead>
</table>

#### Fall

<table>
<thead>
<tr>
<th>MATH 391</th>
<th>Fundamentals of Abstract Algebra I</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social science group-satisfying course</td>
<td>Social science group requirement completed</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>MATH 347</th>
<th>Fundamentals of Number Theory I</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 392</td>
<td>Fundamentals of Abstract Algebra II</td>
<td>MATH major Abstract Algebra requirement completed</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>MATH 397</th>
<th>History and Applications of Calculus (MATH major requirements completed)</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>180 credits completed</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Credits

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>16</th>
</tr>
</thead>
</table>

#### Fall

<table>
<thead>
<tr>
<th>MATH 394</th>
<th>Geometries from an Advanced Viewpoint I</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Complete the multi-cultural requirement by now</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>MATH 395</th>
<th>Geometries from an Advanced Viewpoint II</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division elective</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Upper-division elective

<table>
<thead>
<tr>
<th>Need 26 upper division credits beyond the MATH major</th>
<th>4</th>
</tr>
</thead>
</table>

### Credits

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>181</th>
</tr>
</thead>
</table>

### Graduate Studies

The university offers graduate study in mathematics leading to the master of arts (MA), master of science (MS), and doctor of philosophy (PhD) degrees.

Master’s degree programs are available to suit the needs of students with various objectives. There are programs for students who intend to enter a doctoral program and for those who plan to conclude their formal study of pure or applied mathematics at the master’s level.

Admission depends on the student’s academic record—both overall academic quality and adequate mathematical background for the applicant’s proposed degree program. The application for admission is available online (http://math.uoregon.edu/graduate/apply-online). Prospective applicants should note the general university requirements for graduate admission that appear in the Graduate School section of this catalog as well as requirements specific to the department at math.uoregon.edu/graduate/admissions. (http://math.uoregon.edu/graduate/admissions)

Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examinations (GRE) scores in the verbal, quantitative, and mathematics tests (general and subject GREs) 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. More details can be found in the Department of Mathematics Graduate Student Handbook, available in the department office and online (http://math.uoregon.edu/graduate/handbook). All mathematics courses applied to degree requirements, including associated reading courses, must be taken for letter grades. A final written or oral examination or both is required for master’s degrees except under the pre-PhD option outlined below. This examination is waived under circumstances outlined in the departmental Graduate Student Handbook.
Master's Degree Programs

Master of Arts: Pre-PhD Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two 600-level mathematics sequences</td>
<td>24-45</td>
</tr>
<tr>
<td></td>
<td>Other 600-level courses</td>
<td>12-15</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>45</td>
</tr>
</tbody>
</table>

1 Students must complete two 600-level sequences acceptable for the qualifying examinations in the PhD program. In addition, they must complete one other 600-level sequence or a combination of three terms of 600-level courses approved by the master's degree subcommittee of the graduate affairs committee.

2 As many as 15 credits from graduate-level courses outside mathematics may be used toward the degree.

Master of Science: Pre-PhD Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two 600-level mathematics sequences</td>
<td>24-45</td>
</tr>
<tr>
<td></td>
<td>Other 600-level courses</td>
<td>12-15</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>45</td>
</tr>
</tbody>
</table>

1 Students must complete two 600-level sequences acceptable for the qualifying examinations in the PhD program. In addition, they must complete one other 600-level sequence or a combination of three terms of 600-level courses approved by the master's degree subcommittee of the graduate affairs committee.

2 As many as 15 credits from graduate-level courses outside mathematics may be used toward the degree.

Master of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Option 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One 600-level sequence</td>
<td>12-15</td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>MATH 513–515 Introduction to Analysis I-III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 531–532 Introduction to Topology &amp; MATH 533</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 544–546 Introduction to Abstract Algebra I-III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two 600-level sequences</td>
<td>24-30</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>MATH 513–515 Introduction to Analysis I-III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 531–532 Introduction to Topology &amp; MATH 533</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 544–546 Introduction to Abstract Algebra I-III</td>
<td></td>
</tr>
</tbody>
</table>

1 Excluding Reading and Conference: [Topic] (MATH 605)

Of the required 45 credits, 15 may be in graduate-level courses other than mathematics. Students should also have taken a three-term upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

Master of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Option 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One 600-level sequence</td>
<td>12-15</td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>MATH 513–515 Introduction to Analysis I-III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 531–532 Introduction to Topology &amp; MATH 533</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 544–546 Introduction to Abstract Algebra I-III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two 600-level sequences</td>
<td>24-30</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>MATH 513–515 Introduction to Analysis I-III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 531–532 Introduction to Topology &amp; MATH 533</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 544–546 Introduction to Abstract Algebra I-III</td>
<td></td>
</tr>
</tbody>
</table>

1 Excluding Reading and Conference: [Topic] (MATH 605)

Of the required 45 credits, 15 may be in graduate-level courses other than mathematics. Students should also have taken a three-term upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

Doctor of Philosophy

The PhD is a degree of distinction not to be conferred in routine fashion after completion of a specific number of courses or after attendance in Graduate School for a given number of years.

The department offers programs leading to the PhD degree in the areas of algebra, analysis, applied mathematics, combinatorics, geometry, mathematical physics, numerical analysis, probability, statistics, and topology. Advanced graduate courses in these areas are typically offered in Seminar: [Topic] (MATH 607). Each student, upon entering the graduate degree program in mathematics, reviews previous studies and objectives with the graduate advising committee. Based on this consultation, conditional admission to the master’s degree program or the pre-PhD program is granted. A student in the pre-PhD program may also be a candidate for the master’s degree.

Pre-PhD Program

To be admitted to the pre-PhD program, an entering graduate student must have completed a course of study equivalent to the graduate preparatory bachelor’s degree program described above. Other students are placed in the master’s degree program and may apply for admission to the pre-PhD program following a year of graduate study. Students in the pre-PhD program must take the qualifying examination by the beginning of their third year, during the week before classes begin fall term. It consists of examinations on two basic 600-level graduate course sequences, one each from two of the following three categories:
1. algebra
2. analysis and probability
3. topology and geometry

PhD Program
Admission to the PhD program is based on the following criteria:

- satisfactory performance on the qualifying examination
- completion of three courses at a level commensurate with study toward a PhD
- satisfactory performance in seminars or other courses taken as a part of the pre-PhD or PhD program.

Students who are not admitted to the PhD program because of unsatisfactory performance on the fall-term qualifying examination may retake the examination at the beginning of winter term.

A student in the PhD program is advanced to candidacy after passing a language examination and the comprehensive examination. To complete the requirements for the PhD, candidates must submit a dissertation, have it read and approved by a dissertation committee, and defend it orally in a formal public meeting.

Language Requirement
The department expects PhD candidates to be able to read mathematical material in a second language selected from French, German, and Russian. Other languages are acceptable in certain fields. To fulfill the language requirement, the student must meet with a faculty member—a doctoral advisor or a member of the PhD committee—to obtain advice for a suitable paper or book. The paper or book should be written in French, German, or Russian and have mathematical material beneficial to the student’s area of study. After reading, translating, and understanding the material, the student meets with the faculty member again. The faculty member determines whether the student understands the material. If satisfied, the faculty member deems the requirement met and the decision is added in writing to the student’s record.

Comprehensive Examination
This oral examination emphasizes the basic material in the student’s general area of interest. A student is expected to take this examination by the end of the second academic year in the PhD program. To be eligible to take this examination, a student must have completed the language examination and nearly all the course work needed for the PhD.

Dissertation
PhD candidates in mathematics must submit a dissertation containing substantial original work in mathematics. Requirements for final defense of the dissertation are those of the Graduate School.

Courses
MATH 070. Elementary Algebra. 4 Credits.
Basics of algebra, including arithmetic of signed numbers, order of operations, arithmetic of polynomials, linear equations, word problems, factoring, graphing lines, exponents, radicals. Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Additional fee.

MATH 095. Intermediate Algebra. 4 Credits.
Topics include problem solving, linear equations, systems of equations, polynomials and factoring techniques, rational expressions, radicals and exponents, quadratic equations. Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Additional fee.
Prereq: MATH 70 or satisfactory placement test score.

MATH 105. University Mathematics I. 4 Credits.
Topics include logic, sets and counting, probability, and statistics. Instructors may include historical context of selected topics and applications to finance and biology.
Prereq: MATH 95 or satisfactory placement test score.

MATH 106. University Mathematics II. 4 Credits.
Topics include mathematics of finance, applied geometry, exponential growth and decay, and a nontechnical introduction to the concepts of calculus.
Prereq: MATH 95 or satisfactory placement test score.

MATH 107. University Mathematics III. 4 Credits.
Topics chosen from modular arithmetic and coding, tilings and symmetry, voting methods, apportionment, fair division, introductory graph theory, or scheduling.
Prereq: MATH 95 or satisfactory placement test score.

MATH 111. College Algebra. 4 Credits.
Algebra needed for calculus including graph sketching, algebra of functions, polynomial functions, rational functions, exponential and logarithmic functions, linear and nonlinear functions.
Prereq: MATH 95 or satisfactory placement test score.

MATH 112. Elementary Functions. 4 Credits.
Exponential, logarithmic, and trigonometric functions. Intended as preparation for MATH 251.
Prereq: MATH 111 or satisfactory placement test score.

MATH 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

MATH 201. Algebra Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from algebra.

MATH 202. Geometry Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from geometry.

MATH 203. Analysis and Number Theory Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from analysis and the theory of numbers.

MATH 204. Probability and Statistics Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from probability and statistics.

MATH 205. Foundations Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from the foundations of mathematics.

MATH 206. Combinatorics Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from combinatorics.
MATH 211. Fundamentals of Elementary Mathematics I. 4 Credits.
Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence. Prereq: MATH 211 or satisfactory placement test score.

MATH 212. Fundamentals of Elementary Mathematics II. 4 Credits.
Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence. Prereq: MATH 211, C- or better.

MATH 213. Fundamentals of Elementary Mathematics III. 4 Credits.
Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence. Prereq: MATH 212, C- or better.

MATH 231. Elements of Discrete Mathematics I. 4 Credits.
Sets, mathematical logic, induction, sequences, and functions. Sequence. Prereq: MATH 112 or satisfactory placement test score.

MATH 232. Elements of Discrete Mathematics II. 4 Credits.
Relations, theory of graphs and trees with applications, permutations and combinations. Prereq: MATH 231.

MATH 241. Calculus for Business and Social Science I. 4 Credits.
Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Sequence. Students cannot receive credit for both MATH 241 and 251. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

MATH 242. Calculus for Business and Social Science II. 4 Credits.
Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Students cannot receive credit for both MATH 242 and 252. Prereq: MATH 241.

MATH 243. Introduction to Methods of Probability and Statistics. 4 Credits.
Discrete and continuous probability, data description and analysis, sampling distributions, emphasizes confidence intervals and hypothesis testing. Students cannot receive credit for both MATH 243 and 425. Prereq: MATH 95 or satisfactory placement test score; MATH 111 recommended; a programmable calculator capable of displaying function graphs.

MATH 246. Calculus for the Biological Sciences I. 4 Credits.
For students in biological science and related fields. Emphasizes modeling and applications to biology. Differential calculus and applications. Sequence. Students cannot receive credit for more than one of MATH 241, 246, 251. Prereq: MATH 112 or satisfactory placement test score.

MATH 247. Calculus for the Biological Sciences II. 4 Credits.
For students in biological science and related fields. Emphasizes modeling and applications to biology. Integral calculus and applications. Students cannot receive credit for more than one of MATH 242, 247, 252. Prereq: MATH 246.

MATH 251. Calculus I. 4 Credits.
Standard sequence for students of physical and social sciences and of mathematics. Differential calculus and applications. Sequence. Students cannot receive credit for more than one of MATH 241, 246, 251. Prereq: MATH 112 or satisfactory placement test score.

MATH 252. Calculus II. 4 Credits.
Standard sequence for students of physical and social sciences and of mathematics. Integral calculus. Sequence. Students cannot receive credit for more than one of MATH 242, 247, 252. Prereq: MATH 251.

MATH 253. Calculus III. 4 Credits.

MATH 256. Introduction to Differential Equations. 4 Credits.
Introduction to differential equations and applications. Linear algebra is introduced as needed. Prereq: MATH 253.

MATH 261. Calculus with Theory I. 4 Credits.
Covers both applications of calculus and its theoretical background. Axiomatic treatment of the real numbers, limits, and the least upper bound property. Prereq: MATH 261.

MATH 262. Calculus with Theory II. 4 Credits.
Covers both applications of calculus and its theoretical background. Differential and integral calculus. Prereq: MATH 261.

MATH 263. Calculus with Theory III. 4 Credits.
Covers both applications of calculus and its theoretical background. Sequences and series, Taylor's theorem. Prereq: MATH 262.

MATH 281. Several-Variable Calculus I. 4 Credits.
Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green's and Stokes's theorems. Linear algebra introduced as needed. Sequence. Prereq: MATH 253.

MATH 282. Several-Variable Calculus II. 4 Credits.
Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green's and Stokes's theorems. Linear algebra introduced as needed. Prereq: MATH 281.

MATH 307. Introduction to Proof. 4 Credits.
Proof is how mathematics establishes truth and communicates ideas. Introduces students to proof in the context of interesting mathematical problems. Prereq: MATH 247 or 252 or 262.

MATH 316. Fundamentals of Analysis I. 4 Credits.
Rigorous treatment of topics introduced in calculus such as limits, sequences, series, the Cauchy condition, and continuity. Development of mathematical proof in these contexts. Sequence with MATH 317. Prereq: MATH 253 or equivalent; one from MATH 232, MATH 262, MATH 307.
MATH 317. Fundamentals of Analysis II. 4 Credits.
Rigorous treatment of topics introduced in calculus such as continuity, uniform convergence, power series, differentiation, and integration. Development of mathematical proof in these contexts. Sequence with MATH 316.
Prereq: MATH 316.

MATH 320. Theory of Differential Equations. 4 Credits.
An introduction to differential equations for students with background in linear algebra, with a mixture of applications and theory. Topics include linear and nonlinear equations, systems of equations, and questions of existence and uniqueness.
Prereq: MATH 281, MATH 342; one from MATH 232, MATH 262, MATH 307.

MATH 341. Elementary Linear Algebra. 4 Credits.
Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Sequence. Prereq: MATH 252. MATH 253 is recommended.

MATH 342. Elementary Linear Algebra. 4 Credits.
Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Prereq: MATH 341.

MATH 343. Statistical Models and Methods. 4 Credits.
Review of theory and applications of mathematical statistics including estimation and hypothesis testing. Prereq: MATH 252.

MATH 347. Fundamentals of Number Theory I. 4 Credits.
A study of congruences, the Chinese remainder theorem, the theory of prime numbers and divisors, Diophantine equations, and quadratic reciprocity. Development of mathematical proof in these contexts. Sequence with MATH 348. Prereq: MATH 253 or equivalent; one from MATH 232, MATH 262, MATH 307.

MATH 348. Fundamentals of Number Theory II. 4 Credits.
Study of nonlinear Diophantine equations, sums of squares, the theory of partitions, geometric number theory, and the distribution of prime numbers. Development of mathematical proof in these contexts. Sequence with MATH 347. Prereq: MATH 347.

MATH 351. Elementary Numerical Analysis I. 4 Credits.
Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Sequence. Prereq: MATH 253 or equivalent; one from MATH 232, 262, 307.

MATH 352. Elementary Numerical Analysis II. 4 Credits.
Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Prereq: MATH 351.

MATH 391. Fundamentals of Abstract Algebra I. 4 Credits.
Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Sequence. Prereq: MATH 341; one from MATH 232, 262, 307.

MATH 392. Fundamentals of Abstract Algebra II. 4 Credits.
Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: MATH 391.

MATH 394. Geometries from an Advanced Viewpoint I. 4 Credits.
Topics in Euclidean geometry in two and three dimensions including constructions. Emphasizes investigations, proofs, and challenging problems. For prospective secondary and middle school teachers. Prereq: MATH 253 or equivalent; one from MATH 232, 262, 307.

MATH 395. Geometries from an Advanced Viewpoint II. 4 Credits.
Analysis of problems in Euclidean geometry using coordinates, vectors, and the synthetic approach. Transformations in the plane and space and their groups. Introduction to non-Euclidean geometries. For prospective secondary teachers. Prereq: grade of C- or better in MATH 394.

MATH 397. History and Applications of Calculus. 4 Credits.
Historical applications of calculus. Topics may include volumes by the method of exhaustion, Archimedean spiral, Kepler problem, calculus of variations, brachistochrone problem, spread of infectious disease, analysis of savings. Prereq: MATH 253; one from MATH 232, MATH 262, MATH 307.

MATH 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.

MATH 401. Research: [Topic]. 1-21 Credits. Repeatable.

MATH 403. Thesis. 1-4 Credits. Repeatable.

MATH 405. Reading and Conference: [Topic]. 1-4 Credits. Repeatable.

MATH 407. Seminar: [Topic]. 1-4 Credits. Repeatable.

MATH 410. Experimental Course: [Topic]. 1-4 Credits. Repeatable.

MATH 411. Functions of a Complex Variable I. 4 Credits.

MATH 412. Functions of a Complex Variable II. 4 Credits.
Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Prereq: MATH 411.

MATH 413. Introduction to Analysis I. 4 Credits.
Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence. Prereq: MATH 282, MATH 317.

MATH 414. Introduction to Analysis II. 4 Credits.
Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Prereq: MATH 413.
MATH 415. Introduction to Analysis III. 4 Credits.
Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.
Prereq: MATH 414.

MATH 420. Ordinary Differential Equations. 4 Credits.
Prereq: MATH 263 or MATH 316.

MATH 421M. Partial Differential Equations: Fourier Analysis I. 4 Credits.
Introduction to PDEs with a view towards applications in physics. Wave and heat equations, classical Fourier series on the circle, Bessel and Legendre series. Multilisted with PHYS 421M.
Prereq: MATH 253; one from MATH 256, MATH 281.

MATH 422. Partial Differential Equations: Fourier Analysis II. 4 Credits.
General theory of PDEs; the Fourier transform. Laplace and Poisson equations; Green's functions and application. Mean value theorem and max-min principle.
Prereq: MATH 421.

MATH 425. Statistical Methods I. 4 Credits.
Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Sequence. Only nonmajors may receive upper-division credit. Students cannot receive credit for both MATH 243 and 425.
Prereq: MATH 111 or satisfactory placement test score.

MATH 431. Introduction to Topology. 4 Credits.
Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence.
Prereq: MATH 317.

MATH 432. Introduction to Topology. 4 Credits.
Introduction to smooth manifolds and differential topology. Sequence.
Prereq: MATH 281, MATH 341, MATH 431.

MATH 433. Introduction to Differential Geometry. 4 Credits.
Plane and space curves, Frenet-Serret formula surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds.
Prereq: MATH 282, 342; one from MATH 232, 262, 307.

MATH 441. Linear Algebra. 4 Credits.
Theory of vector spaces over arbitrary fields, theory of a single linear transformation, minimal polynomials, Jordan and rational canonical forms, quadratic forms, quotient spaces.
Prereq: MATH 342; one from MATH 232, 262, 307.

MATH 444. Introduction to Abstract Algebra I. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Sequence.
Prereq: MATH 342; one from MATH 232, 262, 307.

MATH 445. Introduction to Abstract Algebra II. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.
Prereq: MATH 444.

MATH 446. Introduction to Abstract Algebra III. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.
Prereq: MATH 445.

MATH 455. Networks and Combinatorics. 4 Credits.
Fundamentals of modern combinatorics; graph theory; networks; trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets, lattices, Boolean algebras.
Prereq: one from MATH 232, 262, 307.

MATH 457. Discrete Dynamical Systems. 4 Credits.
Linear and nonlinear first-order dynamical systems; equilibrium, cobwebs, Newton's method. Bifurcation and chaos. Introduction to higher-order systems. Applications to economics, genetics, ecology.
Prereq: MATH 256; one from MATH 232, 262, 307.

MATH 458. Introduction to Mathematical Cryptography. 4 Credits.
Mathematical theory of public key cryptography. Finite field arithmetic, RSA and Diffie-Hellman algorithms, elliptic curves, generation of primes, factorization techniques. Offered alternate years.
Prereq: MATH 341.

MATH 461. Introduction to Mathematical Methods of Statistics I. 4 Credits.
Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Sequence.
Prereq: MATH 253 or 263; one from MATH 232, 262, 307.

MATH 462. Introduction to Mathematical Methods of Statistics II. 4 Credits.
Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates.
Prereq: MATH 461.

MATH 463. Mathematical Methods of Regression Analysis and Analysis of Variance. 4 Credits.
Multinomial distribution and chi-square tests of fit, simple and multiple linear regression, analysis of variance and covariance, methods of model selection and evaluation, use of statistical software.
Prereq: MATH 342, MATH 462.

MATH 467. Stochastic Processes. 4 Credits.
Basics of stochastic processes including Markov chains, martingales, Poisson processes, Brownian motion and their applications.
Prereq: MATH 341, MATH 461.

MATH 503. Thesis. 1-12 Credits.
Repeatable.

MATH 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

MATH 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

MATH 511. Functions of a Complex Variable I. 4 Credits.
Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Sequence.
MATH 512. Functions of a Complex Variable II. 4 Credits.
Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products.
Prereq: MATH 411/511.

MATH 513. Introduction to Analysis I. 4 Credits.
Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.

MATH 514. Introduction to Analysis II. 4 Credits.
Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.
Prereq: MATH 413/513.

MATH 515. Introduction to Analysis III. 4 Credits.
Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.
Prereq: MATH 414/514.

MATH 520. Ordinary Differential Equations. 4 Credits.

MATH 521M. Partial Differential Equations: Fourier Analysis I. 4 Credits.
Introduction to PDEs with a view towards applications in physics. Wave and heat equations, classical Fourier series on the circle, Bessel and Legendre series. Multilisted with PHYS 521M.

MATH 522. Partial Differential Equations: Fourier Analysis II. 4 Credits.
General theory of PDEs; the Fourier transform. Laplace and Poisson equations; Green's functions and application. Mean value theorem and max-min principle.
Prereq: MATH 421/521.

MATH 525. Statistical Methods I. 4 Credits.
Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Sequence. Only nonmajors may receive graduate credit.

MATH 531. Introduction to Topology. 4 Credits.
Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence.

MATH 532. Introduction to Topology. 4 Credits.
Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence.
Prereq: MATH 431/531.

MATH 533. Introduction to Differential Geometry. 4 Credits.
Plane and space curves, Frenet-Serret formula surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds.

MATH 541. Linear Algebra. 4 Credits.
Theory of vector spaces over arbitrary fields, theory of a single linear transformation, minimal polynomials, Jordan and rational canonical forms, quadratic forms, quotient spaces.

MATH 544. Introduction to Abstract Algebra I. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Sequence.

MATH 545. Introduction to Abstract Algebra II. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.
Prereq: MATH 444/544.

MATH 546. Introduction to Abstract Algebra III. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.
Prereq: MATH 445/545.

MATH 556. Networks and Combinatorics. 4 Credits.
Fundamentals of modern combinatorics; graph theory; networks; trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets, lattices, Boolean algebras.

MATH 557. Discrete Dynamical Systems. 4 Credits.
Linear and nonlinear first-order dynamical systems; equilibrium, cobwebs, Newton's method. Bifurcation and chaos. Introduction to higher-order systems. Applications to economics, genetics, ecology.

MATH 561. Introduction to Mathematical Methods of Statistics I. 4 Credits.
Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Sequence.

MATH 562. Introduction to Mathematical Methods of Statistics II. 4 Credits.
Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates.
Prereq: MATH 461/561.

MATH 563. Mathematical Methods of Regression Analysis and Analysis of Variance. 4 Credits.
Multinomial distribution and chi-square tests of fit, simple and multiple linear regression, analysis of variance and covariance, methods of model selection and evaluation, use of statistical software.
Prereq: MATH 462/562.

MATH 567. Stochastic Processes. 4 Credits.
Basics of stochastic processes including Markov chains, martingales, Poisson processes, Brownian motion and their applications.
Prereq: MATH 561.

MATH 601. Research: [Topic]. 1-9 Credits.
Repeatable.

MATH 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

MATH 603. Dissertation. 1-16 Credits.
Repeatable.

MATH 605. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

MATH 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include Advanced Topics in Geometry, Ring Theory, Teaching Mathematics.

MATH 616. Real Analysis. 4-5 Credits.
Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.
MATH 617. Real Analysis. 4-5 Credits.
Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.
Prereq: MATH 616.

MATH 618. Real Analysis. 4-5 Credits.
Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.
Prereq: MATH 617.

MATH 619. Complex Analysis. 4-5 Credits.
The theory of Cauchy, power series, contour integration, entire functions, and related topics.

MATH 634. Algebraic Topology. 4-5 Credits.
Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.

MATH 635. Algebraic Topology. 4-5 Credits.
Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.
Prereq: MATH 634.

MATH 636. Algebraic Topology. 4-5 Credits.
Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.
Prereq: MATH 635.

MATH 637. Differential Geometry. 4-5 Credits.
Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.

MATH 638. Differential Geometry. 4-5 Credits.
Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.
Prereq: MATH 637.

MATH 639. Differential Geometry. 4-5 Credits.
Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.
Prereq: MATH 638.

MATH 647. Abstract Algebra. 4-5 Credits.
Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.

MATH 648. Abstract Algebra. 4-5 Credits.
Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.
Prereq: MATH 647.

MATH 649. Abstract Algebra. 4-5 Credits.
Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.
Prereq: MATH 648.

MATH 672. Theory of Probability. 4-5 Credits.
Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks.
Prereq: MATH 671.

MATH 673. Theory of Probability. 4-5 Credits.
Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks.
Prereq: MATH 672.

MATH 681. Advanced Algebra: [Topic]. 4-5 Credits.
Repeatable. Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

MATH 682. Advanced Algebra: [Topic]. 4-5 Credits.
Repeatable. Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

MATH 683. Advanced Algebra: [Topic]. 4-5 Credits.
Repeatable. Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

MATH 684. Advanced Analysis: [Topic]. 4-5 Credits.
Repeatable. Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

MATH 685. Advanced Analysis: [Topic]. 4-5 Credits.
Repeatable. Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

MATH 686. Advanced Analysis: [Topic]. 4-5 Credits.
Repeatable. Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

MATH 690. Advanced Geometry and Topology: [Topic]. 4-5 Credits.
Repeatable. Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.

MATH 691. Advanced Geometry and Topology: [Topic]. 4-5 Credits.
Repeatable. Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.

MATH 692. Advanced Geometry and Topology: [Topic]. 4-5 Credits.
Repeatable. Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.
exposure to an additional scientific field and an upper-division writing course.

Students with strong mathematics backgrounds in high school are frequently advised to major in computer science at the university, often without a clear idea of what the field of study is actually like. The joint major program offers such students the chance to experiment with computer science while retaining the anchor to mathematics. It also allows students the possibility of changing easily to the single-major program in either mathematics or CIS with no loss of credit and, at least through the junior year, without jeopardizing degree completion in four years.

Careers
Graduates with this major can enter industrial positions that require computer science skills and mathematical problem-solving ability. They are particularly well suited for positions in the high-performance computing industry, developing the software tools for large-scale scientific computation. The combination of mathematics and computer science forms an excellent professional background for secondary-school mathematics teachers, and the major program also provides a solid foundation for actuarial, financial, and related professions. Graduates are also prepared to enter advanced programs of study in either mathematics or computer science, or in applied areas such as biological computational science.

Preparation
A high school student planning to major in mathematics and computer science should pursue a strong academic program with four years of mathematics. Courses in algebra, geometry, trigonometry, and more advanced topics should be included. Experience preparing substantial written reports is highly desirable.

Transfer Students
College transfer students who have completed a year of calculus should be able to fit the remaining mathematics courses for the degree into just two years, provided that they have already completed the bulk of their general-education requirements before they transfer.

Transfer students should call or write to the Department of Computer and Information Science to determine whether computer courses they have taken can be counted toward the joint major requirements. Sequential subjects such as mathematics and computer science typically require several years to progress from introductory to senior-level courses. The joint program lets students move forward in both fields at once with limited prerequisites, making it relatively accessible to transfer students and to students who change from other major programs. Students who want to pursue the material in greater depth need to consider prerequisite paths carefully.

Students attending community college in Oregon are encouraged to obtain the Associate of Arts Oregon Transfer degree before entering the University of Oregon. While earning this degree, community college transfer students should take as much discrete mathematics, calculus, and computer science as possible, and also try to complete the science requirement for the major. The associate degree does not automatically satisfy the science requirement for this major.

Faculties and Facilities
The faculties and facilities in both the mathematics and the computer and information science departments are available to students in the combined major program. For detailed descriptions, see those sections of this catalog. Information is also available online.

Honors Program
Both of the cooperating departments offer departmental honors programs to their undergraduate majors. After obtaining advance approval from both of their advisors, students in the joint degree program are eligible to attain honors in mathematics and computer science by meeting the honors requirements of either department, including writing a thesis.

Preparation for Kindergarten through Secondary School Teaching Careers
The College of Education offers a fifth-year program for middle-secondary licensure in mathematics and for elementary teaching. More information is available from the mathematics department's education advisor, Shlomo Libeskind; see also the College of Education section of this catalog.

Minor
Minors are offered by the Department of Mathematics and the Department of Computer and Information Science. There is no joint minor in mathematics and computer science.

- Bachelor of Arts
- Bachelor of Science

Undergraduate Studies

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 210–212</td>
<td>Computer Science I-III</td>
<td>12</td>
</tr>
<tr>
<td>MATH 231–232</td>
<td>Elements of Discrete Mathematics I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>MATH 461–462</td>
<td>Introduction to Mathematical Methods of Statistics I-II</td>
<td>8</td>
</tr>
</tbody>
</table>

Upper-level mathematics course 1

Computer and Information Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 313</td>
<td>Intermediate Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CIS 314</td>
<td>Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>CIS 315</td>
<td>Intermediate Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CIS 425</td>
<td>Principles of Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIS 322</td>
<td>Introduction to Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>CIS 330</td>
<td>C/C++ and Unix</td>
<td></td>
</tr>
<tr>
<td>CIS 420</td>
<td>Automata Theory</td>
<td></td>
</tr>
<tr>
<td>CIS 422</td>
<td>Software Methodology I</td>
<td></td>
</tr>
</tbody>
</table>
Two other upper-division CIS courses  

**Writing Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 320</td>
<td>Scientific and Technical Writing</td>
<td>4</td>
</tr>
<tr>
<td>or WR 321</td>
<td>Business Communications</td>
<td></td>
</tr>
</tbody>
</table>

**Science Requirements**

<table>
<thead>
<tr>
<th>Select 12 credits from the following:</th>
<th>12</th>
</tr>
</thead>
</table>
| Biology  
| BI 211,213 General Biology I,III     |       |
| or BI 211–212 General Biology I-II   |       |
| Chemistry  
| CH 111 Introduction to Chemical Principles |       |
| or CH 113 The Chemistry of Sustainability |   |
| or CH 221 General Chemistry I        |       |
| or CH 224H Honors General Chemistry  |       |
| or CH 224H–226H Honors General Chemistry |     |

| Geography  
| GEOG 141 The Natural Environment   |       |
| Select two of the following:       |       |
| GEOG 321 Climatology               |       |
| GEOG 322 Geomorphology             |       |
| GEOG 323 Biogeography              |       |

| Earth Sciences  
| GEOL 201 Earth's Interior Heat and Dynamics |       |
| GEOL 202 Earth Surface and Environmental Geology |   |
| GEOL 203 Evolution of the Earth          |       |

| Physics  
| PHYS 201–203 General Physics           |       |
| or PHYS 251–253 Foundations of Physics I |       |

| Psychology  
| PSY 201 Mind and Brain                |       |
| PSY 202 Mind and Society              |       |

| Select one of the following:          |       |
| PSY 304 Biopsychology                 |       |
| PSY 348 Music and the Brain           |       |

**Total Credits**  

| 100 |

1. Excludes Statistical Methods I-II (MATH 425–426)
2. Special Studies: [Topic] (CIS 399) and Experimental Course: [Topic] (CIS 410) courses used as electives must have a prerequisite of Intermediate Data Structures (CIS 313) and have regular class meetings and homework assignments. At least one course must be numbered 410 or above.
3. Students are encouraged to complete the accompanying lab courses.

**Bachelor of Science Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Core Courses  
| CIS 210–212 Computer Science I-III | 12      |
| MATH 231–232 Elements of Discrete Mathematics I-II | 8     |
| MATH 251–253 Calculus I-III          | 12      |
| or MATH 261–263 Calculus with Theory I-III |   |

**Mathematics Requirements**

| Select one of the following: |       |
| MATH 316 Fundamentals of Analysis I |       |
| MATH 347 Fundamentals of Number Theory I |   |
| MATH 391 Fundamentals of Abstract Algebra I |  |
| MATH 341–342 Elementary Linear Algebra | 8   |
| MATH 351–352 Elementary Numerical Analysis I-II | 8  |
| or MATH 461–462 Introduction to Mathematical Methods of Statistics I-II |  |

| Upper-level mathematics course  | 4   |

**Computer and Information Science**

| CIS 313 Intermediate Data Structures | 4   |
| CIS 314 Computer Organization        | 4   |
| CIS 315 Intermediate Algorithms      | 4   |
| CIS 425 Principles of Programming Languages | 4 |

| Select one of the following:        | 4   |
| CIS 322 Introduction to Software Engineering |   |
| CIS 330 C/C++ and Unix               | 4   |
| CIS 420 Automata Theory              | 4   |
| CIS 422 Software Methodology I       | 4   |

| Two other upper-division CIS courses  | 8   |

**Writing Requirements**

| WR 320 Scientific and Technical Writing | 4   |
| or WR 321 Business Communications      |     |

**Science Requirements**

<table>
<thead>
<tr>
<th>Select 12 credits from the following:</th>
<th>12</th>
</tr>
</thead>
</table>
| Biology  
| BI 211,213 General Biology I,III     |     |
| or BI 211–212 General Biology I-II   |     |
| Chemistry  
| CH 111 Introduction to Chemical Principles |     |
| or CH 113 The Chemistry of Sustainability |   |
| or CH 221 General Chemistry I        |     |
| or CH 224H Honors General Chemistry  |     |
| or CH 224H–226H Honors General Chemistry |     |

| Geography  
| GEOG 141 The Natural Environment   |     |
| Select two of the following:       |     |
| GEOG 321 Climatology               |     |
| GEOG 322 Geomorphology             |     |
| GEOG 323 Biogeography              |     |

| Earth Sciences  
| GEOL 201 Earth's Interior Heat and Dynamics |     |
| GEOL 202 Earth Surface and Environmental Geology |   |
| GEOL 203 Evolution of the Earth          |     |

| Physics  
| PHYS 201–203 General Physics           |     |
| or PHYS 251–253 Foundations of Physics I |     |

| Psychology  
| PSY 201 Mind and Brain                |     |
| PSY 202 Mind and Society              |     |

| Select one of the following:          |     |
| PSY 304 Biopsychology                 |     |
| PSY 348 Music and the Brain           |     |

| Total Credits | 100 |

1. Excludes Statistical Methods I-II (MATH 425–426)
2. Special Studies: [Topic] (CIS 399) and Experimental Course: [Topic] (CIS 410) courses used as electives must have a prerequisite of Intermediate Data Structures (CIS 313) and have regular class meetings and homework assignments. At least one course must be numbered 410 or above.
3. Students are encouraged to complete the accompanying lab courses.
or PHYS 251– Foundations of Physics I
253

Psychology
PSY 201  Mind and Brain
PSY 202  Mind and Society
Select one of the following:
PSY 304  Biopsychology
PSY 348  Music and the Brain

Total Credits
100

1  Excludes Statistical Methods I-II (MATH 425–426)
2  Special Studies: [Topic] (CIS 399) and Experimental Course: [Topic] (CIS 410) courses used as electives must have a prerequisite of Intermediate Data Structures (CIS 313) and have regular class meetings and homework assignments. At least one course must be numbered 410 or above.
3  Students are encouraged to complete the accompanying lab courses.

Additional Bachelor Requirements
Students must earn no grade below a B– in required lower-division mathematics and computer science courses—Computer Science I (CIS 210), Computer Science II (CIS 211), Computer Science III (CIS 212), Elements of Discrete Mathematics I (MATH 231), Elements of Discrete Mathematics II (MATH 232)—for automatic advancement to upper-division computer and information science courses. At least 12 of the mathematics upper-division credits applied to the degree must be taken in residence at the university. The science courses may be taken pass/no pass (P/N) or for letter grades.

Advising and Program Planning
Each major is assigned two advisors, one in the Department of Mathematics and one in the Department of Computer and Information Science. One of the two is designated as the advisor of record for the student, but both cooperate in planning the student’s program. Because of the interrelationship between mathematics and computer science courses, it is especially important that a student planning for the combined major consult closely with both advisors. Since both mathematics and computer science are sequential subjects, prerequisite planning should be discussed with the student’s advisors.

Programming Experience
Students who take Computer Science I-III (CIS 210–212) are expected to have programming experience, which may have been acquired in a high school course, through employment, or in a course such as Introduction to Programming and Problem Solving (CIS 122). Students who are unsure about their level of preparation should meet with a CIS advisor.

Sequence of Courses
Elements of Discrete Mathematics I-II (MATH 231–232) and Computer Science I-III (CIS 210–212) go well together, as do calculus and physics. Students with advanced placement credit in calculus and programming experience may want to take Elements of Discrete Mathematics I-II (MATH 231–232) and Computer Science I-III (CIS 210–212) in the freshman year. Students with little or no programming experience should plan to take Introduction to Programming and Problem Solving (CIS 122), Calculus I-II (MATH 251–253), and the major science requirement in the freshman year. In the sophomore year, students should take whichever of calculus or computer science was not taken freshman year, and continue into the 300 level of the branch that was taken.

Major Progress Review and Major in Good Standing
Each major must meet with a CIS advisor to file a Major Progress Review form after completing 12 credits of the upper-division core, including at least one course from each department. Mathematics and computer science courses and at least 8 credits of upper-division CIS courses used to satisfy upper-division major requirements must be taken for letter grades and passed with grades of C– or better. At least 12 of the upper-division mathematics credits and 12 of the upper-division computer and information science credits applied to the degree must be taken in residence at the university. A student who receives two grades below C– in the upper-division core or three grades below C– in any upper-division courses may be removed from the major.

MATH 316  Fundamentals of Analysis I 4
MATH 341–342  Elementary Linear Algebra 8
CIS 313  Intermediate Data Structures 4
CIS 314  Computer Organization 4
CIS 315  Intermediate Algorithms 4
CIS 425  Principles of Programming Languages 4
One of the following:
CIS 330  C/C++ and Unix 4
CIS 420  Automata Theory 4
CIS 422  Software Methodology I 4

Four-Year Degree Plan
The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Mathematics and Computer Science

| Course First Year | Title | Credits
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>200-level language sequence</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 210</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Elements of Discrete Mathematics I</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
</tr>
</tbody>
</table>
### Mathematics and Computer Science

**200-level language sequence**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 211</td>
<td>Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 232</td>
<td>Elements of Discrete Mathematics II</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General education course in arts and letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>200-level language sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

#### Course Title Credits Milestones

**Course**

**Second Year**

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics and computer science course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General education course in social science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 212</td>
<td>Computer Science III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics and computer science course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General education course in social science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 313</td>
<td>Intermediate Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics and computer science course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General-education arts and letters or multicultural course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 315</td>
<td>Intermediate Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics and computer science course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General-education social science or multicultural course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 314</td>
<td>Computer Organization</td>
<td>4</td>
</tr>
</tbody>
</table>

| MATH 316 or MATH 347 or MATH 391 | Fundamentals of Analysis I or Fundamentals of Number Theory I or Fundamentals of Abstract Algebra I | 4 |

<table>
<thead>
<tr>
<th>General education course in arts and letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 322 or CIS 420</td>
<td>Introduction to Software Engineering or Automata Theory</td>
<td>4</td>
</tr>
</tbody>
</table>

| MATH 341 | Elementary Linear Algebra | 4 |

<table>
<thead>
<tr>
<th>General education course in arts and letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
</tr>
</thead>
</table>

| CIS 425 | Principles of Programming Languages | 4 |

| MATH 342 | Elementary Linear Algebra | 4 |

<table>
<thead>
<tr>
<th>General education course in social science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

#### Course Title Credits Milestones

**Course**

**Fourth Year**

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Numerical Analysis I or Introduction to Mathematical Methods of Statistics I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective course with CIS subject code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATH 351 or MATH 461</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Numerical Analysis I or Introduction to Mathematical Methods of Statistics I</td>
</tr>
</tbody>
</table>
### Elective course
- **Credits**: 4

### Winter
Elective course with CIS subject code
- **Credits**: 4

MATH 352 or MATH 462
- Elementary Numerical Analysis II
- or Introduction to Mathematical Methods of Statistics II
- **Credits**: 4

Elective course
- **Credits**: 4

### Spring
- **Credits**: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 320 or WR 321</td>
<td>Scientific and Technical Writing or Business Communications</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective course with MATH subject code
- **Credits**: 4

Elective course
- **Credits**: 4

### Total Credits
- **Credits**: 40

---

### Bachelor of Science in Mathematics and Computer Science

#### Course Title Credits Milestones

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>Elementary Functions</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
</tr>
</tbody>
</table>

| Credits | 16 |

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
</tr>
<tr>
<td>CIS 212</td>
<td>Computer Science III</td>
</tr>
</tbody>
</table>

| Credits | 16 |

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 232</td>
<td>Elements of Discrete Mathematics II</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Computer Science II</td>
</tr>
</tbody>
</table>

| Credits | 16 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>MATH 253 or MATH 263</td>
<td>Calculus III or Calculus with Theory III</td>
</tr>
</tbody>
</table>

| Credits | 16 |

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
</tr>
</tbody>
</table>

| Credits | 16 |

| Spring | MATH 253 or MATH 263 | Calculus III or Calculus with Theory III | 4 |

| Credits | 16 |

<p>| Total Credits | 48 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 314</td>
<td>Computer Organization</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 316 or MATH 347 or MATH 391</td>
<td>Fundamentals of Analysis I or Fundamentals of Number Theory I or Fundamentals of Abstract Algebra I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIS 322 or CIS 420</td>
<td>Introduction to Software Engineering or Automata Theory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 322 or CIS 330 or CIS 422</td>
<td>Introduction to Software Engineering or C/C++ and Unix or Software Methodology I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 341</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 425</td>
<td>Principles of Programming Languages</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 342</td>
<td>Elementary Linear Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course with a CIS subject code</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 351 or MATH 461</td>
<td>Elementary Numerical Analysis I or Introduction to Mathematical Methods of Statistics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course with a CIS subject code</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 352 or MATH 462</td>
<td>Elementary Numerical Analysis II or Introduction to Mathematical Methods of Statistics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course with MATH subject code</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 320 or WR 321</td>
<td>Scientific and Technical Writing or Business Communication</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>36</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Courses**

**CIS 105. Explorations in Computing. 4 Credits.**
Overview of basic ideas and areas of computer science: includes algorithms, hardware, machine organization, programming languages, networks, artificial intelligence, and associated ethical issues.

**CIS 110. Fluency with Information Technology. 4 Credits.**
Introduction to information technology (IT), the study of computer-based information systems. Basics of the Internet and World Wide Web. Students create websites using XHTML and CSS.

**CIS 111. Introduction to Web Programming. 4 Credits.**
Project-based approach to learning computer programming by building interactive web pages using JavaScript and XHTML. Programming concepts including structured and object-oriented program design. CIS 110 recommended preparation.

**CIS 115. Multimedia Web Programming. 4 Credits.**
Intermediate web programming with an emphasis on HTML5 multimedia: two-dimensional graphics, image processing, animation, video, user interaction, geolocation. Continuing JavaScript, DOM, Ajax, and JSON use, programming fundamentals, and debugging techniques. Prereq: CIS 111.
CIS 122. Introduction to Programming and Problem Solving. 4 Credits.
Computational problem solving, algorithm design, data structures, and programming using a multi-paradigm programming language. Introduces techniques for program design, testing, and debugging.

CIS 199. Special Studies in Computer Science: [Topic]. 1-5 Credits.
Repeatable.

CIS 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

CIS 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

CIS 199. Special Studies in Computer Science: [Topic]. 1-5 Credits.
Repeatable.

CIS 210. Computer Science I. 4 Credits.
Basic concepts and practices of computer science. Topics include algorithmic problem solving, levels of abstraction, object-oriented design and programming, software organization, analysis of algorithm and data structures. Sequence.
Prereq: MATH 112. Prior programming experience strongly encouraged.

CIS 211. Computer Science II. 4 Credits.
Basic concepts and practices of computer science. Topics include algorithmic problem solving, levels of abstraction, object-oriented design and programming, software organization, analysis of algorithm and data structures. Sequence.
Prereq: CIS 210.

CIS 212. Computer Science III. 4 Credits.
Basic concepts and practices of computer science. Topics include algorithmic problem solving, levels of abstraction, object-oriented design and programming, software organization, analysis of algorithm and data structures. Sequence.
Prereq: CIS 211.

CIS 313. Intermediate Data Structures. 4 Credits.
Design and analysis of data structures as means of engineering efficient software; attention to data abstraction and encapsulation. Lists, trees, heaps, stacks, queues, dictionaries, priority queues.
Prereq: CIS 210, CIS 211, CIS 212, MATH 231, MATH 232 with grades of B- or better.

CIS 314. Computer Organization. 4 Credits.
Introduction to computer organization and instruction-set architecture--digital logic design, binary arithmetic, design of central processing unit and memory, machine-level programming.
Prereq: CIS 210, CIS 211, CIS 212, MATH 231 with grades of B- or better.

CIS 315. Intermediate Algorithms. 4 Credits.
Algorithm design, worst-case and average-behavior analysis, correctness, computational complexity.
Prereq: CIS 313.

CIS 322. Introduction to Software Engineering. 4 Credits.
A project-intensive introduction to software engineering intended to build skills, knowledge, and habits of mind that prepare students for 400-level computer science courses, internships, and other software.
Prereq: CIS 210, CIS 211, CIS 212 with grades of B- or better.

CIS 330. C/C++ and Unix. 4 Credits.
Practical software design and programming activities in a C/C++ and Unix environment, with emphasis on the details of C/C++ and good programming style and practices.
Prereq: CIS 314.

CIS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.
CIS 427. Introduction to Logic. 4 Credits.
Basic notions of logic: propositional logic, first-order logic, Hilbert systems, sequent calculus, natural deduction. Soundness, completeness, undecidability. Current research in logic frameworks, automated deduction, Curry-Howard isomorphism. Prereq: CIS 315; CIS 425 recommended pre or co-req.

CIS 429. Computer Architecture. 4 Credits.
RISC (reduced instruction-set computer) and CISC (complex instruction-set computer) design, storage hierarchies, high-performance processor design, pipelining, vector processing, networks, performance analysis. Prereq: CIS 330.

CIS 431. Introduction to Parallel Computing. 4 Credits.
Parallel architecture, theory, algorithms, and programming with emphasis on parallel programming, focusing on models, languages, libraries, and runtime systems. Prereq: CIS 330.

CIS 432. Introduction to Networks. 4 Credits.

CIS 433. Computer and Network Security. 4 Credits.

CIS 441. Introduction to Computer Graphics. 4 Credits.
Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems. Prereq: CIS 330.

CIS 443. User Interfaces. 4 Credits.
Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems. Prereq: CIS 313.

CIS 445. Modeling and Simulation. 4 Credits.
Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science. Prereq: CIS 315, 330.

CIS 451. Database Processing. 4 Credits.
Fundamental concepts of DBMS. Data modeling, relational models and normal forms. File organization and index structures. SQL, embedded SQL, and concurrency control. Prereq: CIS 313, 314.

CIS 452. Database Issues. 4 Credits.
Covers central database issues such as access methods, security, tuning, and concurrency control. Examines alternative database models. Prereq: CIS 451.

CIS 453. Data Mining. 4 Credits.

CIS 454. Bioinformatics. 4 Credits.
Introduction to bioinformatics from a computer science perspective covering algorithms for basic operations such as sequence comparison and phylogenetic inference on existing databases.

CIS 461. Introduction to Compilers. 4 Credits.
Lexical analysis, parsing, attribution, code generation. Prereq: CIS 314, 425. CIS 420 strongly recommended.

CIS 471. Introduction to Artificial Intelligence. 4 Credits.
Basic themes, issues, and techniques of artificial intelligence, including agent architecture, knowledge representation and reasoning, problem solving and planning, game playing, and learning. Prereq: CIS 315.

CIS 472. Machine Learning. 4 Credits.
A broad introduction to machine learning and its established algorithms. Topics include concept learning, decision trees, neural network. Prereq: CIS 315.

CIS 473. Probabilistic Methods for Artificial Intelligence. 4 Credits.
Fundamental techniques for representing problems as probability distributions, performing inference, and learning from data. Topics include Bayesian and Markov networks, variable elimination, loopy belief propagation, and parameter. Prereq: CIS 315.

CIS 500. Computer Ethics. 4 Credits.
Addresses ethical issues and social impacts of computing. Topics include crime, hacking, intellectual property, privacy, software reliability, employment, and worldwide networks.

CIS 503. Thesis. 1-16 Credits.
Repeatable.

CIS 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Opportunity to study in greater depth specific topics arising out of other courses.

CIS 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CIS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CIS 513. Advanced Data Structures. 4 Credits.
Complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression.

CIS 520. Automata Theory. 4 Credits.
Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability, nondeterminism and complexity classes.

CIS 522. Software Methodology I. 4 Credits.
Technical and nontechnical aspects of software development, including specification, planning, design, development, management and maintenance of software projects. Student teams complete projects.

CIS 523. Software Methodology II. 4 Credits.
Student teams complete a large system design and programming project. Final system specifications, test plan, user documentation, and system walk-through. Prereq: CIS 522

CIS 527. Introduction to Logic. 4 Credits.
CIS 529. Computer Architecture. 4 Credits.
RISC (reduced instruction-set computer) and CISC (complex instruction-set computer) design, storage hierarchies, high-performance processor design, pipelining, vector processing, networks, performance analysis.

CIS 531. Introduction to Parallel Computing. 4 Credits.
Parallel architecture, theory, algorithms, and programming with emphasis on parallel programming, focusing on models, languages, libraries, and runtime systems.

CIS 532. Introduction to Networks. 4 Credits.
Principles of computer network design. Link technologies, packet switching, routing, inter-networking, reliability. Internet protocols. Programming assignments focus on protocol design.

CIS 533. Computer and Network Security. 4 Credits.

CIS 541. Introduction to Computer Graphics. 4 Credits.
Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems.

CIS 543. User Interfaces. 4 Credits.
Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems.

CIS 545. Modeling and Simulation. 4 Credits.
Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science.

CIS 551. Database Processing. 4 Credits.
Fundamental concepts of DBMS. Data modeling, relational models and normal forms. File organization and index structures. SQL, embedded SQL, and concurrency control.

CIS 552. Database Issues. 4 Credits.
Covers central database issues such as access methods, security, tuning, and concurrency control. Examines alternative database models. Prereq: CIS 4/551.

CIS 553. Data Mining. 4 Credits.

CIS 554. Bioinformatics. 4 Credits.
Introduction to bioinformatics from a computer science perspective covering algorithms for basic operations such as sequence comparison and phylogenetic inference on existing databases.

CIS 561. Introduction to Compilers. 4 Credits.
Lexical analysis, parsing, attribution, code generation. Prereq: CIS 314 or equivalent, 624. CIS 420/520 strongly recommended.

CIS 571. Introduction to Artificial Intelligence. 4 Credits.
Basic themes, issues, and techniques of artificial intelligence, including agent architecture, knowledge representation and reasoning, problem solving and planning, game playing, and learning.

CIS 572. Machine Learning. 4 Credits.
A broad introduction to machine learning and its established algorithms. Topics include concept learning, decision trees, neural network.

CIS 573. Probabilistic Methods for Artificial Intelligence. 4 Credits.
Fundamental techniques for representing problems as probability distributions, performing inference, and learning from data. Topics include Bayesian and Markov networks, variable elimination, loopy belief propagation, and parameter.

CIS 590. Computer Ethics. 4 Credits.
Addresses ethical issues and social impacts of computing. Topics include crime, hacking, intellectual property, privacy, software reliability, employment, and worldwide networks.

CIS 601. Research: [Topic]. 1-16 Credits.
Repeatable.

CIS 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

CIS 603. Dissertation. 1-16 Credits.
Repeatable.

CIS 604. Internship: [Topic]. 1-4 Credits.
Repeatable.

CIS 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

CIS 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

CIS 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Research topics are presented.

CIS 608. Colloquium: [Topic]. 1 Credit.
Repeatable.

CIS 609. Final Project. 1-16 Credits.
Repeatable. Final project for master's degree without thesis.

CIS 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CIS 621. Algorithms and Complexity. 4 Credits.
Design and analysis of algorithms, strategies for efficient algorithms, introduction to complexity theory including NP-completeness. Prereq: CIS 420/520 strongly recommended.

CIS 622. Theoretical Foundations: [Topic]. 4 Credits.
Selected topics from computability and complexity theory. Repeatable twice when topic changes for maximum of 12 credits. Prereq: CIS 621.

CIS 624. Structure of Programming Languages. 4 Credits.
Introduction to axiomatic, operational, and denotational semantics. Environments, stores, and continuations. Type theory, subtypes, polymorphism, and inheritance. Functional and logic programming.

CIS 630. Distributed Systems. 4 Credits.
Principles of distributed computer systems: interprocess communication, distributed file systems, distributed timing and synchronization, distributed programming, transactions, process scheduling, distributed shared memory. Prereq: CIS 415 or equivalent, CIS 429/529.

CIS 631. Parallel Processing. 4 Credits.
Advanced topics in parallel processing including massively parallel computer architecture, supercomputers, parallelizing compiler technology, performance evaluation, parallel programming languages, parallel applications. Prereq: CIS 529, CIS 531.
CIS 632. Computer Networks. 4 Credits.
Advanced issues in computer networks, focusing on research to extend the services offered by the Internet.
Prereq: CIS 432/532.

CIS 633. Advanced Network Security. 4 Credits.
Classic and state-of-the-art research topics in network security; threats and attacks, defense algorithms and mechanisms, measurement and evaluation of both security problems and solutions. Offered alternate years.
Prereq: CIS 533.

CIS 640. Writing in Computer Research. 2 Credits.
Students learn to provide and accept constructive criticism of writing samples in a workshop format.

CIS 650. Software Engineering. 4 Credits.
Examines recent models and tools in software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.

Courses

MATH 070. Elementary Algebra. 4 Credits.
Basics of algebra, including arithmetic of signed numbers, order of operations, arithmetic of polynomials, linear equations, word problems, factoring, graphing lines, exponents, radicals. Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Additional fee.
Prereq: MATH 70 or satisfactory placement test score.

MATH 095. Intermediate Algebra. 4 Credits.
Topics include problem solving, linear equations, systems of equations, polynomials and factoring techniques, rational expressions, radicals and exponents, quadratic equations. Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Additional fee.
Prereq: MATH 95 or satisfactory placement test score.

MATH 105. University Mathematics I. 4 Credits.
Topics include logic, sets and counting, probability, and statistics. Instructors may include historical context of selected topics and applications to finance and biology.
Prereq: MATH 95 or satisfactory placement test score.

MATH 106. University Mathematics II. 4 Credits.
Topics include mathematics of finance, applied geometry, exponential growth and decay, and a nontechnical introduction to the concepts of calculus.
Prereq: MATH 95 or satisfactory placement test score.

MATH 107. University Mathematics III. 4 Credits.
Topics chosen from modular arithmetic and coding, tilings and symmetry, voting methods, apportionment, fair division, introductory graph theory, or scheduling.
Prereq: MATH 95 or satisfactory placement test score.

MATH 111. College Algebra. 4 Credits.
Algebra needed for calculus including graph sketching, algebra of functions, polynomial functions, rational functions, exponential and logarithmic functions, linear and nonlinear functions.
Prereq: MATH 95 or satisfactory placement test score.

MATH 112. Elementary Functions. 4 Credits.
Exponential, logarithmic, and trigonometric functions. Intended as preparation for MATH 251.
Prereq: MATH 111 or satisfactory placement test score.

MATH 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

MATH 201. Algebra Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from algebra.

MATH 202. Geometry Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from geometry.

MATH 203. Analysis and Number Theory Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from analysis and the theory of numbers.

MATH 204. Probability and Statistics Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from probability and statistics.

MATH 205. Foundations Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from the foundations of mathematics.

MATH 206. Combinatorics Math Lab. 2 Credits.
Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from combinatorics.

MATH 211. Fundamentals of Elementary Mathematics I. 4 Credits.
Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence.
Prereq: MATH 111 or satisfactory placement test score.

MATH 212. Fundamentals of Elementary Mathematics II. 4 Credits.
Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence.
Prereq: MATH 211, C- or better.

MATH 213. Fundamentals of Elementary Mathematics III. 4 Credits.
Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence.
Prereq: MATH 212, C- or better.

MATH 231. Elements of Discrete Mathematics I. 4 Credits.
Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence.
Prereq: MATH 232, C- or better.

MATH 232. Elements of Discrete Mathematics II. 4 Credits.
Relations, theory of graphs and trees with applications, permutations and combinations.
Prereq: MATH 231.
MATH 241. Calculus for Business and Social Science I. 4 Credits.
Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Sequence. Students cannot receive credit for both MATH 241 and 251.
Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

MATH 242. Calculus for Business and Social Science II. 4 Credits.
Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Students cannot receive credit for both MATH 242 and 252.
Prereq: MATH 241.

MATH 243. Introduction to Methods of Probability and Statistics. 4 Credits.
Discrete and continuous probability, data description and analysis, sampling distributions, emphasizes confidence intervals and hypothesis testing. Students cannot receive credit for both MATH 243 and 425.
Prereq: MATH 95 or satisfactory placement test score; MATH 111 recommended; a programmable calculator capable of displaying function graphs.

MATH 246. Calculus for the Biological Sciences I. 4 Credits.
For students in biological science and related fields. Emphasizes modeling and applications to biology. Differential calculus and applications. Sequence. Students cannot receive credit for more than one of MATH 241, 246, 251.
Prereq: MATH 112 or satisfactory placement test score.

MATH 247. Calculus for the Biological Sciences II. 4 Credits.
For students in biological science and related fields. Emphasizes modeling and applications to biology. Integral calculus and applications. Students cannot receive credit for more than one of MATH 242, 247, 252.
Prereq: MATH 246.

MATH 251. Calculus I. 4 Credits.
Standard sequence for students of physical and social sciences and of mathematics. Differential calculus and applications. Sequence. Students cannot receive credit for more than one of MATH 241, 246, 251.
Prereq: MATH 112 or satisfactory placement test score.

MATH 252. Calculus II. 4 Credits.
Standard sequence for students of physical and social sciences and of mathematics. Integral calculus. Sequence. Students cannot receive credit for more than one of MATH 242, 247, 252.
Prereq: MATH 251.

MATH 253. Calculus III. 4 Credits.

MATH 254. Introduction to Differential Equations. 4 Credits.
Introduction to differential equations and applications. Linear algebra as needed.
Prereq: MATH 253.

MATH 255. Introduction to Differential Equations. 4 Credits.
Introduction to differential equations and applications. Linear algebra as needed.
Prereq: MATH 253.

MATH 256. Calculus with Theory I. 4 Credits.
Covers both applications of calculus and its theoretical background. Axiomatic treatment of the real numbers, limits, and the least upper bound property.

MATH 257. Calculus with Theory II. 4 Credits.
Covers both applications of calculus and its theoretical background. Differential and integral calculus.
Prereq: MATH 261.

MATH 258. Calculus with Theory III. 4 Credits.
Covers both applications of calculus and its theoretical background. Sequences and series, Taylor’s theorem.
Prereq: MATH 262.

MATH 259. Calculus with Theory IV. 4 Credits.
Covers both applications of calculus and its theoretical background. Sequences and series, Taylor’s theorem.
Prereq: MATH 262.

MATH 260. Several-Variable Calculus I. 4 Credits.
Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green’s and Stokes’s theorems. Linear algebra introduced as needed. Sequence.
Prereq: MATH 253.

MATH 261. Several-Variable Calculus II. 4 Credits.
Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green’s and Stokes’s theorems. Linear algebra introduced as needed.
Prereq: MATH 281.

MATH 262. Fundamentals of Analysis I. 4 Credits.
Rigorous treatment of topics introduced in calculus such as continuity, uniform convergence, power series, differentiation, and integration. Students cannot receive credit for both MATH 241 and 251.
Prereq: MATH 247 or 252 or 262.

MATH 263. Fundamentals of Analysis II. 4 Credits.
Rigorous treatment of topics introduced in calculus such as continuity, uniform convergence, power series, differentiation, and integration. Sequence.
Prereq: MATH 317.

MATH 307. Introduction to Proof. 4 Credits.
Proof is how mathematics establishes truth and communicates ideas. Students cannot receive credit for both MATH 243 and 425.
Prereq: MATH 253 or equivalent; one from MATH 232, MATH 262, MATH 307.

MATH 310. Introduction to Discrete Mathematics. 4 Credits.
Linear algebra, combinatorics, and discrete mathematics. Emphasizes algorithms, proofs, and applications. Students cannot receive credit for both MATH 310 and 344.
Prereq: MATH 252. MATH 253 is recommended.

MATH 311. Introduction to Linear Algebra. 4 Credits.
Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Sequence.
Prereq: MATH 252. MATH 253 is recommended.

MATH 316. Fundamentals of Analysis I. 4 Credits.
Rigorous treatment of topics introduced in calculus such as continuity, uniform convergence, power series, differentiation, and integration. Sequence.
Prereq: MATH 252.

MATH 317. Fundamentals of Analysis II. 4 Credits.
Rigorous treatment of topics introduced in calculus such as continuity, uniform convergence, power series, differentiation, and integration. Sequence.
Prereq: MATH 318.

MATH 320. Theory of Differential Equations. 4 Credits.
An introduction to differential equations for students with background in linear algebra, with a mixture of applications and theory. Topics include linear and nonlinear equations, systems of equations, and questions of existence and uniqueness.
Prereq: MATH 281, MATH 342; one from MATH 232, MATH 262, MATH 307.

MATH 341. Elementary Linear Algebra. 4 Credits.
Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Sequence.
Prereq: MATH 252.

MATH 342. Elementary Linear Algebra. 4 Credits.
Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation.
Prereq: MATH 341.

MATH 343. Statistical Models and Methods. 4 Credits.
Review of theory and applications of mathematical statistics including estimation and hypothesis testing.
Prereq: MATH 252.
MATH 347. Fundamentals of Number Theory I. 4 Credits.
A study of congruences, the Chinese remainder theorem, the theory of prime numbers and divisors, Diophantine equations, and quadratic reciprocity. Development of mathematical proof in these contexts. Sequence with MATH 348.
Prereq: MATH 253 or equivalent; one from MATH 232, MATH 262, MATH 307.

MATH 348. Fundamentals of Number Theory II. 4 Credits.
Study of nonlinear Diophantine equations, sums of squares, the theory of partitions, geometric number theory, and the distribution of prime numbers. Development of mathematical proof in these contexts. Sequence with MATH 347.
Prereq: MATH 347.

MATH 351. Elementary Numerical Analysis I. 4 Credits.
Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Sequence.
Prereq: MATH 253 or equivalent; one from MATH 232, 262, 307.

MATH 352. Elementary Numerical Analysis II. 4 Credits.
Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations.
Prereq: MATH 351.

MATH 353. Geometries from an Advanced Viewpoint I. 4 Credits.
Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Sequence.
Prereq: MATH 253 or equivalent; one from MATH 232, 262, 307.

MATH 354. Geometries from an Advanced Viewpoint II. 4 Credits.
Introduction to algebraic structures including groups, rings, fields, and polynomial rings.
Prereq: MATH 353.

MATH 355. History and Applications of Calculus. 4 Credits.
Historical applications of calculus. Topics may include volumes by the method of exhaustion, Archimedean spiral, Kepler problem, calculus of variations, brachistochrone problem, spread of infectious disease, analysis of savings.
Prereq: MATH 253; one from MATH 232, MATH 262, MATH 307.

MATH 356. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

MATH 357. Research: [Topic]. 1-21 Credits.
Repeatable.

MATH 358. Thesis. 1-4 Credits.
Repeatable.

MATH 359. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.
MATH 431. Introduction to Topology. 4 Credits.
Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence.
Prereq: MATH 317.

MATH 432. Introduction to Topology. 4 Credits.
Introduction to smooth manifolds and differential topology. Sequence.
Prereq: MATH 281, MATH 341, MATH 431.

MATH 433. Introduction to Differential Geometry. 4 Credits.
Plane and space curves, Frenet-Serret formula surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds.
Prereq: MATH 282, 342; one from MATH 232, 262, 307.

MATH 441. Linear Algebra. 4 Credits.
Theory of vector spaces over arbitrary fields, theory of a single linear transformation, minimal polynomials, Jordan and rational canonical forms, quadratic forms, quotient spaces.
Prereq: MATH 342; one from MATH 232, 262, 307.

MATH 444. Introduction to Abstract Algebra I. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Sequence.
Prereq: MATH 342; one from MATH 232, 262, 307.

MATH 445. Introduction to Abstract Algebra II. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.
Prereq: MATH 444.

MATH 446. Introduction to Abstract Algebra III. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.
Prereq: MATH 445.

MATH 456. Networks and Combinatorics. 4 Credits.
Fundamentals of modern combinatorics; graph theory; networks; trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets, lattices, Boolean algebras.
Prereq: one from MATH 232, 262, 307.

MATH 457. Discrete Dynamical Systems. 4 Credits.
Linear and nonlinear first-order dynamical systems; equilibrium, cobwebs, Newton's method. Bifurcation and chaos. Introduction to higher-order systems. Applications to economics, genetics, ecology.
Prereq: MATH 256; one from MATH 232, 262, 307.

MATH 458. Introduction to Mathematical Cryptography. 4 Credits.
Mathematical theory of public key cryptography. Finite field arithmetic, RSA and Diffie-Hellman algorithms, elliptic curves, generation of primes, factorization techniques. Offered alternate years.
Prereq: MATH 341.

MATH 461. Introduction to Mathematical Methods of Statistics I. 4 Credits.
Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates.
Prereq: MATH 461.

MATH 463. Mathematical Methods of Regression Analysis and Analysis of Variance. 4 Credits.
Multinomial distribution and chi-square tests of fit, simple and multiple linear regression, analysis of variance and covariance, methods of model selection and evaluation, use of statistical software.
Prereq: MATH 342, MATH 462.

MATH 467. Stochastic Processes. 4 Credits.
Basics of stochastic processes including Markov chains, martingales, Poisson processes, Brownian motion and their applications.
Prereq: MATH 341, MATH 461.

MATH 503. Thesis. 1-12 Credits.
Repeatable.

MATH 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

MATH 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

MATH 511. Functions of a Complex Variable I. 4 Credits.
Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Sequence.

MATH 512. Functions of a Complex Variable II. 4 Credits.
Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products.
Prereq: MATH 411/511.

MATH 513. Introduction to Analysis I. 4 Credits.
Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.

MATH 514. Introduction to Analysis II. 4 Credits.
Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.
Prereq: MATH 413/513.

MATH 515. Introduction to Analysis III. 4 Credits.
Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.
Prereq: MATH 414/514.

MATH 520. Ordinary Differential Equations. 4 Credits.

MATH 521M. Partial Differential Equations: Fourier Analysis I. 4 Credits.
Introduction to PDEs with a view towards applications in physics. Wave and heat equations, classical Fourier series on the circle, Bessel and Legendre series. Multilisted with PHYS 521M.

MATH 522. Partial Differential Equations: Fourier Analysis II. 4 Credits.
General theory of PDEs; the Fourier transform. Laplace and Poisson equations; Green's functions and application. Mean value theorem and max-min principle.
Prereq: MATH 421/521.
MATH 525. Statistical Methods I. 4 Credits.
Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Sequence. Only nonmajors may receive graduate credit.

MATH 531. Introduction to Topology. 4 Credits.
Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence.

MATH 532. Introduction to Topology. 4 Credits.
Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence.

MATH 533. Introduction to Differential Geometry. 4 Credits.
Plane and space curves, Frenet-Serret formula surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds.

MATH 541. Linear Algebra. 4 Credits.
Theory of vector spaces over arbitrary fields, theory of a single linear transformation, minimal polynomials, Jordan and rational canonical forms, quadratic forms, quotient spaces.

MATH 544. Introduction to Abstract Algebra I. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Sequence.

MATH 545. Introduction to Abstract Algebra II. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.

MATH 546. Introduction to Abstract Algebra III. 4 Credits.
Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.

MATH 556. Networks and Combinatorics. 4 Credits.
Fundamentals of modern combinatorics; graph theory; networks; trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets, lattices, Boolean algebras.

MATH 557. Discrete Dynamical Systems. 4 Credits.
Linear and nonlinear first-order dynamical systems; equilibrium, cobwebs, Newton's method. Bifurcation and chaos. Introduction to higher-order systems. Applications to economics, genetics, ecology.

MATH 561. Introduction to Mathematical Methods of Statistics I. 4 Credits.
Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Sequence.

MATH 562. Introduction to Mathematical Methods of Statistics II. 4 Credits.
Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates.

MATH 566. Mathematical Methods of Regression Analysis and Analysis of Variance. 4 Credits.
Multinomial distribution and chi-square tests of fit, simple and multiple linear regression, analysis of variance and covariance, methods of model selection and evaluation, use of statistical software.

Prereq: MATH 462/562.

MATH 567. Stochastic Processes. 4 Credits.
Basics of stochastic processes including Markov chains, martingales, Poisson processes, Brownian motion and their applications.

Prereq: MATH 561.

MATH 601. Research: [Topic]. 1-9 Credits.
Repeatable.

MATH 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

MATH 603. Dissertation. 1-16 Credits.
Repeatable.

MATH 605. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

MATH 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include Advanced Topics in Geometry, Ring Theory, Teaching Mathematics.

MATH 616. Real Analysis. 4-5 Credits.
Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.

MATH 617. Real Analysis. 4-5 Credits.
Measure and integration theory, differentiation, and functional analysis with point-set topology as needed.

Prereq: MATH 616.

MATH 618. Real Analysis. 4-5 Credits.
Measure and integration theory, differentiation, and functional analysis with point-set topology as needed.

Prereq: MATH 617.

MATH 619. Complex Analysis. 4-5 Credits.
The theory of Cauchy, power series, contour integration, entire functions, and related topics.

MATH 634. Algebraic Topology. 4-5 Credits.
Development of homotopy, homology, and cohomology with point-set topology as needed.

Sequence.

MATH 635. Algebraic Topology. 4-5 Credits.
Development of homotopy, homology, and cohomology with point-set topology as needed.

Prereq: MATH 634.

MATH 636. Algebraic Topology. 4-5 Credits.
Development of homotopy, homology, and cohomology with point-set topology as needed.

Prereq: MATH 635.

MATH 637. Differential Geometry. 4-5 Credits.
Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration.

Sequence.

Prereq: MATH 637.
MATH 639. Differential Geometry. 4-5 Credits.
Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.

MATH 647. Abstract Algebra. 4-5 Credits.
Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.

MATH 648. Abstract Algebra. 4-5 Credits.
Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence. Prereq: MATH 647.

MATH 649. Abstract Algebra. 4-5 Credits.

MATH 672. Theory of Probability. 4-5 Credits.
Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks. Prereq: MATH 671.

MATH 673. Theory of Probability. 4-5 Credits.
Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks. Prereq: MATH 672.

MATH 681. Advanced Algebra: [Topic]. 4-5 Credits.
Repeatable. Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

MATH 682. Advanced Algebra: [Topic]. 4-5 Credits.
Repeatable. Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

MATH 683. Advanced Algebra: [Topic]. 4-5 Credits.
Repeatable. Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

MATH 684. Advanced Analysis: [Topic]. 4-5 Credits.
Repeatable. Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

MATH 685. Advanced Analysis: [Topic]. 4-5 Credits.
Repeatable. Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

MATH 686. Advanced Analysis: [Topic]. 4-5 Credits.
Repeatable. Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

MATH 690. Advanced Geometry and Topology: [Topic]. 4-5 Credits.
Repeatable. Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.

MATH 691. Advanced Geometry and Topology: [Topic]. 4-5 Credits.
Repeatable. Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.

MATH 692. Advanced Geometry and Topology: [Topic]. 4-5 Credits.
Repeatable. Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.

Medieval Studies

Program Director
311 Susan Campbell Hall

Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in several departments. Medieval studies provides an excellent general education or a solid base for graduate work in a more specialized area. Study abroad is strongly encouraged.

Medieval studies concentrates on the period from 300 to 1500, combining courses in art and architecture, history, language, literature, music, philosophy, and religion. A typical course of study includes diverse topics such as the Bible, the early Church, Byzantium, Islam, the Vikings, the Crusades, women in the Middle Ages, mysticism, romance, the Gothic cathedral, Chaucer, Dante, and medieval China and Japan. The program aims to provide a comprehensive introduction to the medieval worldview in Europe and beyond, and the origins of the modern world.

Participating Faculty

Ina Asim, history
Judith R. Baskin, Judaic studies
Martha J. Bayless, English
Louise M. Bishop, honors college
Steven T. Brown, comparative literature
Stephanie Clark, English
Frederick Colby, religious studies
Warren Ginsberg, English
Andrew E. Goble, history
Deborah A. Green, Judaic studies
D. Gantt Gurley, German and Scandinavian
David Hollenberg, religious studies
Maile Hutterer, history of art and architecture
Mary Jaeger, classics
Lori Kruckenberg, music
Charles H. Lachman, history of art and architecture
C. Anne Laskaya, English
Eric Mentzel, music
F. Regina Psaki, Romance languages
Stephen J. Shoemaker, religious studies
Undergraduate Studies

Bachelor of Arts Degree Requirements

Medieval studies majors must complete twelve medieval courses in at least three departments with a grade of mid-C or better. At least 24 credits must be in upper-division work. Two years of Latin are recommended for those who want to do graduate work in medieval studies. See the program website for more information.

Honors in Medieval Studies

A degree with honors in medieval studies allows a student to focus on an area of concentration in a written thesis. Requirements are as follows:

1. Satisfaction of the requirements for the major
2. A grade point average of 3.50 or better in courses taken to meet the upper-division requirements of the major. A minimum cumulative UO grade point average of 3.00
3. A prospectus for the thesis approved by both the thesis director and the program director. The prospectus must be submitted no later than week seven of the term before the student plans to complete the honors project. When the prospectus has been approved, the student and thesis director will agree on a schedule of submission of work
4. A senior thesis of substantial quality, representing new or substantially new work beyond any project or paper submitted within other university courses, approved by the thesis director and at least one other member of the medieval studies participating faculty. The thesis must be complete and ready for public presentation no later than week seven of the fall, winter, or spring term
5. A presentation of the project. The student presents the honors project to students and faculty members and participates in an open discussion of the project with the audience. Presentations typically occur in weeks seven through ten of fall, winter, or spring terms and are arranged in consultation with both the director of the Medieval Studies Program and the student’s thesis advisor
6. Honors in medieval studies are not given for substantially the same project or paper submitted for honors to any other unit in the university. Departmental honors theses shall be written exclusively for honors in medieval studies
7. Students normally enroll in at least one but no more than two terms of Thesis (MDVL 403). Enrollment in Thesis is not required but is recommended. Thesis credits cannot serve to fulfill the minimum major requirements

Minor Requirements

Students who want a minor in medieval studies must complete seven medieval courses in at least two departments.

Suggested Courses

Students should plan their programs as early as possible with the aid of a medieval studies faculty advisor. With the advisor’s consent, courses numbered 199, 399, 405, 407, 408, or 410 may be substituted for suggested courses. At least five of the courses must be taken at the University of Oregon. More information is available from the medieval studies office or from the Medieval Studies Program director.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>Reading Classical Arabic</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>Issues in Medieval Chinese Literature</td>
<td>4</td>
</tr>
<tr>
<td>Classics</td>
<td>Classical Mythology</td>
<td>4</td>
</tr>
<tr>
<td>Classics</td>
<td>Gender and Sexuality in Antiquity</td>
<td>4</td>
</tr>
<tr>
<td>Additional Latin and Greek course offerings, depending on topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Age of King Arthur</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>The Age of Beowulf</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>Medieval Romance</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>Chaucer</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>Old English I-III</td>
<td>12</td>
</tr>
<tr>
<td>History</td>
<td>Western Civilization</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Foundations of Islamic Civilization</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Foundations of East Asian Civilizations</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Early Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>High Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Late Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>The Crusades</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Early Russia</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Early China</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Samurai in Film</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Ancient Rome: [Topic] (depends on topic)</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Medieval Spain</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Japan: [Topic] (The Classical Age)</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>Early Japanese Culture and Society: [Topic] (Buddhism and Society in Medieval Japan; Samurai and War; Medieval Japan)</td>
<td>4</td>
</tr>
<tr>
<td>History of Art and Architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARH 205</td>
<td>History of Western Art II</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM 102</td>
<td>Introduction to the Humanities II</td>
<td>4</td>
</tr>
<tr>
<td>HUM 300</td>
<td>Themes in the Humanities</td>
<td>4</td>
</tr>
<tr>
<td>Italian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITAL 317</td>
<td>Italian Survey: Medieval and Renaissance</td>
<td>4</td>
</tr>
<tr>
<td>ITAL 411</td>
<td>Medieval Italian Culture; [Topic]</td>
<td>4-6</td>
</tr>
<tr>
<td>ITAL 444</td>
<td>Medieval and Renaissance Literature: [Topic] (depends on topic)</td>
<td>4-6</td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPN 305</td>
<td>Introduction to Japanese Literature</td>
<td>4</td>
</tr>
<tr>
<td>Judaic Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JDST 212</td>
<td>Medieval and Early Modern Judaism</td>
<td>4</td>
</tr>
</tbody>
</table>
HBRW 313  Postbiblical Literature  4
Additional courses in Judaic Studies and Hebrew, depending on topic

**Music**

MUS 267  Survey of Music History  4
MUS 391  Collegium Musicum  1-3

**Philosophy**

PHIL 310  History of Philosophy: Ancient and Medieval  4

**Religious Studies**

REL 222–223  Introduction to the Bible I-II  8
REL 233  Introduction to Islam  4
REL 321–322  History of Christianity  8
REL 324  History of Eastern Christianity  4
REL 335  Introduction to the Qur’an  4
REL 355  Mysticism  4
REL 414  Biblical Book: [Topic]  4
REL 418  Martyrdom  4
REL 424  Early and Medieval Christian Heresy  4
REL 426  Sex and Gender in Early Christianity  4
REL 432  Islamic Mysticism: [Topic]  4
REL 435  Advanced Study of the Qur’an: [Topic]  4
REL 444  Medieval Japanese Buddhism  4

**Scandinavian**

SCAN 259  Vikings through the Icelandic Sagas  4
SCAN 343  Norse Mythology  4
SCAN 344  Medieval Hero and Monster  4

1 Depending on the topic; may only be taken once for medieval studies major or minor credit.

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

**Bachelor of Arts in Medieval Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Course on medieval subject</td>
<td>From the first of three different departments</td>
<td>4</td>
</tr>
</tbody>
</table>

LAT 101  First-Year Latin  5
WR 121  College Composition I  4
Elective course  4

Credits  17
Winter

Course on medieval subject  From the first of three different departments  4

LAT 302  Authors: [Topic]  4
General education course in science  4
General education course in arts and letters  4

Credits  16
Spring

Course on medieval subject  From the second of three different departments  4

LAT 303  Authors: [Topic]  4
Upper-division elective course  4
General education course in science  4

Credits  16

Total Credits  48
### Course

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Course on medieval subject</td>
<td>4</td>
<td>From the third of three different departments</td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>Course on medieval subject</td>
<td>4</td>
<td>From the third of three different departments</td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Course on medieval subject</td>
<td>4</td>
<td>From the third of three different departments</td>
</tr>
<tr>
<td></td>
<td>General education multicultural courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fourth Year</strong></th>
<th><strong>Course</strong></th>
<th><strong>Title</strong></th>
<th><strong>Credits</strong></th>
<th><strong>Milestones</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>Course on medieval subject</td>
<td>4</td>
<td>From any department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>Course on medieval subject</td>
<td>4</td>
<td>From any department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Course on medieval subject</td>
<td>4</td>
<td>From any department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Courses

**MDVL 199. Special Studies: [Topic].** 1-5 Credits. Repeatable.

**MDVL 399. Special Studies: [Topic].** 1-5 Credits. Repeatable.

**MDVL 403. Thesis.** 1-8 Credits. Repeatable.

**MDVL 405. Reading and Conference: [Topic].** 1-4 Credits. Repeatable.

**MDVL 406. Field Studies: [Topic].** 1-4 Credits. Repeatable.

**MDVL 408. Workshop: [Topic].** 1-4 Credits. Repeatable.

**MDVL 410. Experimental Course: [Topic].** 1-5 Credits. Repeatable.

**MDVL 503. Thesis.** 1-8 Credits. Repeatable.

**MDVL 508. Workshop: [Topic].** 1-4 Credits. Repeatable.

**MDVL 510. Experimental Course: [Topic].** 1-5 Credits. Repeatable.

### Middle East–North Africa Studies

Diane Baxter, Program Director  
541-346-5157  
373 Condon Hall  
dbaxter@uoregon.edu

Oregon Consortium for International and Area Studies  
541-346-5051  
541-346-5041 fax  
175 Prince Lucien Campbell Hall  
5206 University of Oregon  
Eugene, Oregon 97403-5206

The Middle East and North Africa region is home to a wide range of peoples and cultures and has an crucial place in the history of societies and cultures. It is also in the midst of grave instability and unrest, which has global consequences.

The Middle East–North Africa studies minor is a broad examination of the Middle East and North Africa region. The minor requires a minimum of 24 credits and, in addition, one of three concentrations: language study, study abroad, or research. The minor is designed to offer flexibility so that students may focus on particular areas of interest while providing them with an introduction to critical issues in the contemporary Middle East and North Africa.

### Participating Faculty

Michael Allan, comparative literature  
Diane Baxter, anthropology  
Shaul Cohen, geography  
Rick Colby, religious studies
Minor in Middle East–North Africa Studies

Students must satisfactorily complete a minimum of 24 credits of course work. Courses applied toward the minor must be passed with a C– or better or P (pass). Of the 24 credits, a minimum of 20 must be graded. Students must take a minimum of 16 credits in residence. In addition, students must complete an area of concentration (language, study abroad, or research). Some credits toward the concentration may be used to satisfy the 24 credits of course work, as described below.

Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 250</td>
<td>Introduction to Middle East Studies</td>
<td>4</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 209</td>
<td>Geography of the Middle East and North Africa</td>
<td>4</td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
<td></td>
</tr>
<tr>
<td>PS 199</td>
<td>Special Studies: [Topic] (Crisis in the Middle East)</td>
<td></td>
</tr>
<tr>
<td>COLT 231</td>
<td>Literature and Society</td>
<td></td>
</tr>
<tr>
<td>COLT 370</td>
<td>Comparative Comics</td>
<td></td>
</tr>
<tr>
<td>COLT 461</td>
<td>Studies in Contemporary Theory: [Topic]</td>
<td></td>
</tr>
<tr>
<td>COLT 462</td>
<td>Cultural Intersections: [Topic]</td>
<td></td>
</tr>
<tr>
<td>COLT 470</td>
<td>Studies in Identity: [Topic]</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

1 Taken as applicable and/or available.

Electives. Of the 16 required credits in elective courses, 8 must be drawn from social science courses and 8 must be drawn from humanities courses, as listed of below. Confer with a program advisor to determine other applicable courses not listed below. Check for courses with Middle East–North Africa (MENA) themes listed in the Schedule of Classes each term; courses listed under MENA count toward the minor. In addition, students may petition the director of the minor for the inclusion of other applicable MENA-related courses that have at least 50 percent Middle East–North Africa content.

A minimum of 12 credits must be in upper-division courses (300 or 400 level). No more than 8 elective credits from any one department may count toward the minor. Courses must be taken from a minimum of three departments.

Social Science Electives

- Exploring Other Cultures: [Topic] (ANTH 310) (Muslims in the United States)
- Archaeology of Egypt and Near East (ANTH 342)
- Israel and Palestine (CRES 435), Israel and Palestine (CRES 535)
- Geography of the Middle East and North Africa (GEOG 209)
- Foundations of Islamic Civilization (HIST 120)
- Shi’ism and Revolution (HIST 373)
- The Iraq War, 2003–2011 (HIST 450), The Iraq War, 2003–2011 (HIST 550)
- Ancient Greece: [Topic] (HIST 412) (Alexander and Classical Greece)
- Ancient Rome: [Topic] (HIST 414) (Roman Middle East)
- Islam and Global Forces (INTL 323)
- Seminar: [Topic] (INTL 407), Seminar: [Topic] (INTL 507) (Militant Islam; The Arab Uprising; Political Economy of War and Conflict)
- Development and the Muslim World (INTL 423), Development and the Muslim World (INTL 523)
- Israelis and Palestinians (JDIST 340)
- Special Studies: [Topic] (PS 199) (Crisis in the Middle East)
- Special Studies: [Topic] (PS 399) (Politics of North Africa; Politics of the Middle East; Nuclear Politics of the Middle East)

Humanities Electives

- Language and Culture (ARB 301), Language and Culture (ARB 302), Language and Culture (ARB 303)
- Introduction to Arabic Culture (ARB 253)
- Arab Cinema (ARB 353)
- Experimental Course: [Topic] (ARB 410), Experimental Course: [Topic] (ARB 510) (Shiism; 1,001 Arabian Nights; Character of the Middle Eastern City)
- Architectural Design (ARCH 484), Architectural Design (ARCH 584) or Interior Design (IARC 484), Interior Design (IARC 584)
- Research: [Topic] (IARC 601) or Research: [Topic] (ARCH 601) (Independent studies related to Istanbul and Turkey in general)
- Literature and Society (COLT 231) (when taught by Michael Allan)
- Comparative Comics (COLT 370) (when taught by Michael Allen)
- Studies in Contemporary Theory: [Topic] (COLT 461) (Colonialism and Postcolonial Theory) (when taught by Michael Allen)
- Cultural Intersections: [Topic] (COLT 462) (Orientalism) (when taught by Michael Allen)
- Studies in Identity: [Topic] (COLT 470) (Multiculturalism and Empire) (when taught by Michael Allen)
- Biblical Narrative (HBRW 311), Biblical Poetry (HBRW 312), Postbiblical Literature (HBRW 313)
- Seminar: [Topic] (LING 407), Seminar: [Topic] (LING 507) (African Languages)
- World Religions: Near Eastern Traditions (REL 102)
- Early Judaism (REL 211)
• Introduction to the Bible I (REL 222)
• Introduction to the Bible II (REL 223)
• Introduction to Islam (REL 233)
• Jesus and the Gospels (REL 237)
• History of Christianity (REL 321)
• History of Eastern Christianity (REL 324)
• History of Eastern Christianity (REL 325)
• Experimental Course: [Topic] (REL 410), Experimental Course: [Topic] (REL 510) (Islamic Political Thought; Islamic Law and Society)
• Biblical Book: [Topic] (REL 414) (Revelation)
• Martyrdom (REL 418)
• Early and Medieval Christian Heresy (REL 424)
• Sex and Gender in Early Christianity (REL 426)
• Seminar: [Topic] (SPAN 407), Seminar: [Topic] (SPAN 507) (Spanish Islamic Literature)
• Multicultural Theater: [Topic] (TA 472), Multicultural Theater: [Topic] (TA 572) (Arab American Theater)
• Multicultural Theater: [Topic] (TA 472), Multicultural Theater: [Topic] (TA 572) (Middle Eastern Theater)

Concentration

In addition to the credit requirements above, students choose to complete one of the following concentrations: language, study Abroad, or research.

Language Concentration. Students must satisfactorily complete a minimum of one year of a MENA language: Arabic, Hebrew, Turkish, or Persian-Farsi. Language credits may be earned at the UO, through an approved overseas program, or transferred from another college or university. Students may also satisfy the language requirement by examination, demonstrating a level of competence equivalent to one year of college-level language.

Currently, Arabic and Hebrew are offered as regular UO language courses. Turkish and Persian-Farsi are offered through the Yamada Language Center. Students may earn university credit for courses taken at the Yamada Language Center (1–3 credits per term). In order to complete the minimum one-year requirement for Turkish and Persian, students must take the New York University 12-point Foreign Language Proficiency Examination. Students who receive 12 points on the exam have satisfactorily completed the minimum one-year language requirement.

In addition, students may complete a second year of a MENA language and apply 8 credits of this work toward satisfaction of the humanities credits requirements.

Study-Abroad or Internship Concentration. Students spend a minimum of one term in an approved study-abroad or internship program in a Middle Eastern–North African country.

Currently, there are 19 study-abroad programs offered through the UO, in Jordan, Morocco, Israel, Turkey, and Tunisia. All of these programs meet the study-abroad requirement option. Other programs through accredited universities and organizations may be accepted for university credit and for the study-abroad requirement option. For these programs to count toward the concentration, the student must meet with the minor advisor. Students planning on the study-abroad or internship option must meet with the program advisor to discuss the study-abroad program that fits with the objectives of the minor. The UO participates in IE3 Global, which offers internships in Tunisia and which count toward the study-abroad or internship requirement. Other internship possibilities may be available. For these programs to count toward the concentration, the student must meet with the minor advisor and have it approved before signing up for the internship program.

Once students return from their study-abroad or internship experience, they must write a five- to six-page reflection of their experiences abroad, to be read and approved by the minor advisor. As noted, the minor advisor must approve courses taken abroad and the structure and content of an internship in advance. With the approval of the advisor, up to 8 credits taken abroad may count toward the overall minor requirement of 24 credits.

Research Concentration. Students write a high-quality, 15–20-page research paper on a MENA-related topic. For this pathway, students work with a professor who guides their research, monitors their progress, and approves their completed research paper. To research and write their paper, students may select to enroll in a 401 (Research) or 405 (Reading and Conference) course. Four credits of 401 or 405 may apply to the 24-credit requirement.

Native American Studies

Brian Klopotek, Program Director
541-346-0900
541-346-0904 fax
104 Alder Building
5268 University of Oregon
Eugene, Oregon 97403-5268

The University of Oregon offers a minor in Native American studies, housed in the Department of Ethnic Studies.

Native American studies is an interdisciplinary field that uses multiple approaches—from history, anthropology, law, literature, ethnic studies, and other disciplines—to understand contemporary Native American lives, and to examine Native American identities, practices, histories, cultures, and political statuses in context from the earliest times until the present. Academically, the central goal of the minor in Native American studies is to inform students about the unique place of tribes in the state-tribal-federal intergovernmental matrix and about the myriad distinct issues native peoples of the United States face, from language and cultural protection to environmental issues to economic development and tribal sovereignty. In a state with nine federally recognized indigenous nations and a Native American population 50 percent higher proportionally than the national average, this is critical information for future leaders in all fields.

Undergraduate Studies

Students may earn a minor in Native American studies. The primary goal of the minor is to help students understand contemporary and historic native lives through attention to the politics, cultures, identities, and practices of Native American and indigenous peoples. A secondary goal of the program is to encourage student awareness of the ethnic and cultural dimensions and applications of other major fields. Students of literature, social sciences, education, urban planning, art history, humanities, international studies—to name only a few—find that related Native American studies courses can enrich their academic programs.

Courses applied to a minor in Native American studies may be used to satisfy major or minor requirements for other programs.
Specific details and course approvals must be obtained from the Native American Studies Program.

**Requirements for the Minor**

The Native American studies minor requires 28 credits. At least 16 credits must be taken in residence at the University of Oregon. Up to 4 credits may be counted toward the minor from a list of related courses that fall outside the core of Native American studies but that focus on other issues closely related to the field. Courses must be taken for a grade, and grades must be mid-C or higher to count toward the minor. The course load is distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 256</td>
<td>Introduction to Native American Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

**Additional Courses**

- 16 credits must be in upper-division courses
- At least 4 credits focusing on Oregon Indians
- At least 4 credits in each of three distribution groups
- Up to 4 credits may be taken from a list of related courses approved by a program advisor

**Total Credits**

28

1 Distribution groups: 1) culture, language, and education; 2) law, policy, governance, and history; 3) literature, media, and the arts.

**Distribution Groups**

**Group 1: Culture, Language, and Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 310</td>
<td>Exploring Other Cultures: [Topic] (Oregon Indians)</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 320</td>
<td>Native North Americans</td>
<td>4</td>
</tr>
<tr>
<td>EDST 456</td>
<td>Equal Opportunity: Colonization and Genocide</td>
<td>3</td>
</tr>
<tr>
<td>LING 399</td>
<td>Special Studies: [Topic] (Native Languages of Oregon)</td>
<td>1-5</td>
</tr>
<tr>
<td>LT 199</td>
<td>Special Studies: [Topic] (Sahaptin Language; Tolowa and Lushootseed Language)</td>
<td>1-5</td>
</tr>
<tr>
<td>PHIL 451</td>
<td>Native American Philosophy</td>
<td>4</td>
</tr>
</tbody>
</table>

**Group 2: Law, Policy, Governance, and History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS 101H</td>
<td>Reacting to the Past (Topic: Forest Diplomacy and Red Clay)</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 411</td>
<td>Environmental Issues: [Topic] (Climate Change and Indigenous Peoples)</td>
<td>4</td>
</tr>
<tr>
<td>ES 258</td>
<td>Introduction to Pacific Islander Studies</td>
<td>4</td>
</tr>
<tr>
<td>ES 350</td>
<td>Native Americans and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>ES 399</td>
<td>Special Studies: [Topic] (Oregon Indians)</td>
<td>4</td>
</tr>
<tr>
<td>ES 407</td>
<td>Seminar: [Topic] (Native American Ethnohistory; Native American and African American Relations; Native-Latinx Relations)</td>
<td>4</td>
</tr>
<tr>
<td>ES 456</td>
<td>History of Native American Education</td>
<td>4</td>
</tr>
<tr>
<td>HC 444H</td>
<td>Honors College American Cultures Colloquium: [Topic] (Race and Ethnicity in the American West; North Paiute History)</td>
<td>4</td>
</tr>
<tr>
<td>HIST 399</td>
<td>Special Studies: [Topic] (Pacific Northwest Indians)</td>
<td>5</td>
</tr>
</tbody>
</table>

1 Distribution groups: 1) culture, language, and education; 2) law, policy, governance, and history; 3) literature, media, and the arts.

1 Distribution groups: 1) culture, language, and education; 2) law, policy, governance, and history; 3) literature, media, and the arts.

**Group 3: Literature, Media, and the Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 463</td>
<td>Native American Architecture</td>
<td>4</td>
</tr>
<tr>
<td>ENG 244</td>
<td>Introduction to Native American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 361</td>
<td>Native American Writers</td>
<td>4</td>
</tr>
<tr>
<td>ENG 468</td>
<td>Ethnic Literature: [Topic] (Native American Literature)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 488</td>
<td>Race and Representation in Film: [Topic] (Native American Literature and Film)</td>
<td>4</td>
</tr>
<tr>
<td>ES 370</td>
<td>Race, Ethnicity, and Cinema: [Topic] (Native Americans and Film)</td>
<td>4</td>
</tr>
<tr>
<td>J 412</td>
<td>Issues in Communication Studies: [Topic] (American Indians and the Media)</td>
<td>4</td>
</tr>
<tr>
<td>TA 472</td>
<td>Multicultural Theater: [Topic] (Native American Theater)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Related Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 310</td>
<td>Exploring Other Cultures: [Topic] (Indigenous Immigrants in Oregon) (Group 1)</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 344</td>
<td>Oregon Archaeology (Group 1)</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 434</td>
<td>Native South Americans (Group 1)</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 442</td>
<td>Northwest Coast Archaeology (Group 1)</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 443</td>
<td>North American Archaeology (Group 1)</td>
<td>4</td>
</tr>
<tr>
<td>HIST 482</td>
<td>Aztecs and Incas (Group 2)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Neuroscience**

Chris Q. Doe and Terry Takahashi, Faculty Codirectors
541-346-4556
Institute of Neuroscience
222 Huestis Hall
1254 University of Oregon
Eugene, Oregon 97403-1254

**Graduate Studies**

Neuroscience is the interdisciplinary study of neural function, development, and behavior. At the University of Oregon, the graduate training program in neuroscience is centered in the Institute of Neuroscience. Participating faculty members are drawn from the Departments of Biology, Human Physiology, and Psychology.

**Curriculum**

First-year graduate students take one of two core sequences:

1. cellular, systems, and cognitive neuroscience
2. developmental, molecular, and genetic neuroscience

The core sequences are taught cooperatively by the faculty. Most students also take elective courses in a variety of subjects.
Faculty-Student Seminars

Faculty members and graduate students participate in weekly informal seminars that feature lively discussion of research papers in specific areas of neuroscience. Students and faculty members also participate in the neuroscience seminar, a weekly series featuring visiting scientists. The purpose of the neuroscience seminar is to keep both the faculty and students abreast of current developments in this broad field.

Research

Students are encouraged to participate in laboratory research from the very beginning of their graduate training. A laboratory rotation program is directed toward this objective. In the rotation program, new students take part in the activities of a different laboratory group during each of the three terms of the first year. Participation may include a research project, ongoing experiments, or other activities. This program allows students to learn firsthand about different approaches to the study of neuroscience before choosing an area of concentration.

Doctoral Study

Students who want to enter the neuroscience program should apply to the PhD program of a participating department and indicate their interest in neuroscience. Typically, students interested in cognitive neuroscience apply to the psychology department; students interested in molecular, cellular, developmental, or systems neuroscience apply to the biology department. Such applications are reviewed by the neuroscience faculty as well as the departmental admission committee. Answers to specific questions about prerequisites and deadlines may be obtained by writing directly to one of the participating departments, University of Oregon, Eugene, Oregon 97403. Additional information about the Institute of Neuroscience may be obtained from the institute website. See also the Institute of Neuroscience section in the Research Centers and Institutes (p. 904) area of this catalog.

Courses

**Biology.** Cell Biology (BI 322), Sensory Physiology (BI 353), Animal Physiology (BI 356), Neurobiology (BI 360), Special Studies: [Topic] (BI 399) (Cellular Biology of the Senses), Experimental Course: [Topic] (BI 410) (Computational Neuroscience), Cellular Basis of Learning and Memory (BI 420), Protein Toxins in Cell Biology (BI 422), Systems Neuroscience (BI 461), Cellular Neuroscience (BI 463), Developmental Neurobiology (BI 466), Experimental Course: [Topic] (BI 510) (Computational Neuroscience), Cellular Basis of Learning and Memory (BI 520), Protein Toxins in Cell Biology (BI 522), Systems Neuroscience (BI 561), Cellular Neuroscience (BI 563), Developmental Neurobiology (BI 566), Experimental Course: [Topic] (BI 610) (Advanced Cellular Neuroscience)


**Psychology.** Biopsychology (PSY 304), Brain Mechanisms of Behavior (PSY 445), Human Neuropsychology (PSY 449), Brain Mechanisms of Behavior (PSY 545), Human Neuropsychology (PSY 549), Experimental Course: [Topic] (PSY 610) (Advanced Cognitive Neuroscience)

Participating Faculty

Yashar Ahmadian, biology
Paul Dassonville, psychology
Chris Q. Doe, biology
Judith S. Eisen, biology
Santiago Jaramillo, biology
Clifford Kentros, psychology
Charles B. Kimmel, biology
Shawn R. Lockery, biology
Adam Miller, biology
Helen Neville, psychology
Cristopher Neill, biology
Michael I. Posner, psychology
John H. Postlethwait, biology
Matt Smear, psychology
Terry Takahashi, biology
Philip E. Washbourne, biology
Michael Wehr, psychology
Monte Westerfield, biology
Marjorie Woollacott, human physiology
Dasa Zeithamova, psychology

Pacific Island Studies

William S. Ayres, Program Director
541-346-5119
541-346-0668 fax
273 Condon Hall
1218 University of Oregon
Eugene, Oregon 97403-1218

The Pacific Island Studies Program, part of the Center for Asian and Pacific Studies, offers individualized programs of study and research related to islands and island cultures. The University of Oregon's long-standing educational and scholarly interest in the Pacific islands, involving active researchers and teachers in many fields, was formalized as a program committee in 1987 and it has worked since to coordinate instructional, research, and exchange programs related to the islands. The program emphasizes interdisciplinary perspectives essential for understanding natural and cultural environments, cultural history and change, and educational and contemporary socioeconomic issues in the Pacific.

Courses about the Pacific cover a range of topics. Students can enroll in undergraduate courses and advanced degree programs in various departments and through the Asian Studies Program. Students may also work with committee members from Pacific island studies toward an Interdisciplinary Studies: Individualized Program master's degree (MA or
The Pacific islands studies faculty participates in the Asian studies BA and MA degree programs by teaching courses that may be used to satisfy degree requirements (e.g., in developing a secondary cultural or geographical area with Southeast Asia). Undergraduate- and graduate-level courses are available in anthropology and archaeology, art history, biology, earth sciences, international studies, ethnic studies, and sociology. A small number of courses focus solely on the Pacific Islands, but a broader range includes ones related to islands and coastal communities.

The Pacific Islands Archaeological Project, directed by William S. Ayres and Scott Fitzpatrick, offers students opportunities to participate in archaeological and anthropological study in the Pacific. Members of the anthropology faculty offer a field school in archaeology.

Training in selected Pacific island languages is possible through individual study using tutors and materials developed for use at the Yamada Language Center. The center now has language-study modules for Pohnpeian and Kosraen. Tutoring in Samoan and other island languages is possible.

**Courses**


**Earth Sciences.** Oceanography (GEOL 307)

**Sociology.** Sociology of Developing Areas (SOC 450)

Approved Seminars (407, 507) and Experimental Courses (410, 510) are other possibilities in these and other departments.

**Program Committee**

William S. Ayres, anthropology
Aletta Biersack, anthropology
Scott Fitzpatrick, anthropology
Richard G. Hildreth, law
Judith Raiskin, women's, gender, and sexuality studies
Richard A. Sundt, history of art and architecture
Stephanie 'Lani' Teves, ethnic studies

**Peace Studies**

Shaul E. Cohen, David A. Frank, and Cheyney C. Ryan, Committee Cochair
541-346-4500
107G Condon Hall

The Peace Studies Program offers systematic study of peace—what it means and how it is achieved. Interdisciplinary in its orientation, the program encourages students to approach the problem of peace from a variety of viewpoints. The focus of the program addresses the conditions that give rise to violence and how to prevent them, the conditions that constitute alternatives to violence and how to promote them, and the strategies for achieving peace in its various forms.

The peace studies minor is available to university undergraduate students. There are no requirements for admission to the program. Graduate students who want to concentrate on peace studies should contact a member of the steering committee. Most 400-level courses, including courses numbered 407 and 410, are offered for graduate credit under 500-level numbers.

**Steering Committee**

Shaul E. Cohen, geography
David A. Frank, honors college
Gregory McLauchlan, sociology

**Undergraduate Studies**

**Minor Requirements**

**Core Courses**

Select three of the following: 12

- INTL 250 Value Systems in Cross-Cultural Perspective
- PHIL 307 Social and Political Philosophy
- SOC 464 Systems of War and Peace

**Conditions That Give Rise to Violence**

Select two of the following: 8

- HIST 240 War in the Modern World I
- HIST 241 War in the Modern World II
- SOC 345 Race and Ethnicity
- SOC 445 Sociology of Race and Ethnicity: [Topic]
- SOC 464 Systems of War and Peace

**Values and Arrangements Necessary to Transcend Violence**

Select one or two of the following: 4-8

- GEOG 441 Political Geography
- INTL 250 Value Systems in Cross-Cultural Perspective
- PS 225 Political Ideologies
- SOC 450 Sociology of Developing Areas

**Strategies for Achieving Peace**

Select one or two of the following: 4-8

- ANTH 314 Gender in Cross-Cultural Perspective
- HIST 350 American Radicalism
- HIST 351 American Radicalism
- INTL 420 Global Community Development
- INTL 421 Gender and International Development
- INTL 431 Cross-Cultural Communication
- PPPM 446 Socioeconomic Development Planning
- PS 420
Philosophy

Daniela Vallega-Neu, Department Head
541-346-5549
541-346-5544 fax
211C Susan Campbell Hall
1295 University of Oregon
Eugene, Oregon 97403-1295

Philosophy asks fundamental questions about human identity, the nature of knowledge and reality, moral virtue and responsibility, the nature of community and political authority, aesthetic judgments and values, and other concepts central to the meaning and value of human existence. Through the study of primary texts and concrete issues, drawn from various historical periods and cultures, philosophy provides a means for reflection on actions, beliefs, and values while developing critical thinking, reading, and writing skills. Philosophy also strengthens the ability to reason, enlarges the imagination, and refines aesthetic sensitivity. A philosophical education thus offers excellent preparation for a broad range of careers that require critical intelligence and creative problem-solving as well as oral and written communication skills.

Faculty


Emeriti

William E. Davie, associate professor emeritus. BA, 1964, Washington (Seattle); PhD, 1969, California, Irvine. (1968)


Arnulf Zweig, professor emeritus. BA, 1952, Rochester; PhD, 1960, Stanford. (1956)

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

Participating

Joyce Cheng, history of art and architecture

Michael Hames-Garcia, ethnic studies

Jeffrey S. Librett, German and Scandinavian

Lisa Mazzei, education studies

Jerry L. Rosiek, education studies

Steven Shankman, English

Michael Stern, German and Scandinavian

Mark T. Unno, religious studies

Malcolm Wilson, classics

• Bachelor of Arts
• Bachelor of Science
• Minor
Undergraduate Studies

The department offers bachelor of arts (BA) and bachelor of science (BS) degree programs. University degree requirements are listed in the Bachelor's Degree Requirements section of this catalog and in the schedule of classes. Declaration of a major may be accomplished online by completing a form available on the department website.

Major Requirements

Course work for the major in philosophy must be passed with grades of C– or better or P (pass). No more than 8 credits may be taken pass/no pass.

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 310–312</td>
<td>History of Philosophy</td>
<td>12</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Logic, Inquiry, and Argumentation</td>
<td>4</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>PHIL 421</td>
<td>Ancient Philosophers: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PHIL 433</td>
<td>17th- and 18th-Century Philosophers: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PHIL 453</td>
<td>19th-Century Philosophers: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PHIL 463</td>
<td>20th-Century Philosophers: [Topic]</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHIL 213</td>
<td>Asian Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 216</td>
<td>Philosophy and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>PHIL 315</td>
<td>Introduction to Feminist Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 342</td>
<td>Introduction to Latin American Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 443</td>
<td>Feminist Philosophy: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PHIL 451</td>
<td>Native American Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 452</td>
<td>Philosophy and Race</td>
<td></td>
</tr>
<tr>
<td>Additional upper-division philosophy courses</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 52

Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 310–312</td>
<td>History of Philosophy</td>
<td>12</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Logic, Inquiry, and Argumentation</td>
<td>4</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>PHIL 421</td>
<td>Ancient Philosophers: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PHIL 433</td>
<td>17th- and 18th-Century Philosophers: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PHIL 453</td>
<td>19th-Century Philosophers: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PHIL 463</td>
<td>20th-Century Philosophers: [Topic]</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHIL 213</td>
<td>Asian Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 216</td>
<td>Philosophy and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>PHIL 315</td>
<td>Introduction to Feminist Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 342</td>
<td>Introduction to Latin American Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 443</td>
<td>Feminist Philosophy: [Topic]</td>
<td></td>
</tr>
<tr>
<td>PHIL 451</td>
<td>Native American Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 452</td>
<td>Philosophy and Race</td>
<td></td>
</tr>
<tr>
<td>Additional upper-division philosophy courses</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 52

Honors in Philosophy

The philosophy honors program is designed to provide outstanding, highly motivated philosophy majors with the opportunity to develop their skills during the senior year through the independent exploration of a special topic of their own choosing under the guidance of a faculty mentor. To be eligible for admission to the honors program, students must have completed at least 24 credits in philosophy, at least 12 of which have been taken at the University of Oregon. The honors candidate’s grade point average (GPA) in philosophy must be at least 3.50, maintained through graduation. To graduate with honors, the candidate must fulfill the following requirements:

Courses

Besides the courses required of majors, a candidate for departmental honors must take at least 16 of the 52 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 advisor. The thesis must demonstrate the student’s ability to formulate a significant research problem, research primary resources, interpret sources with imagination and technical skill, and present the finished work in a form meeting professional standards in philosophy. The thesis must be approved by a thesis committee consisting of two faculty members from the philosophy department. Approval of the thesis depends in part on a public defense attended by the committee.

Upon fulfilling these requirements, the candidate is approved to receive a bachelor’s degree with honors in philosophy.

Minor Requirements

Minor in Philosophy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 310–312</td>
<td>History of Philosophy</td>
<td>12</td>
</tr>
<tr>
<td>Course on the work of a specific philosopher</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Additional philosophy course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 24

Courses must be passed with grades of C– or better or P (pass). No more than 8 credits may be taken pass/no pass.

Minor in Ethics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 102</td>
<td>Ethics</td>
<td>4</td>
</tr>
<tr>
<td>or PHIL 323</td>
<td>Moral Theory</td>
<td></td>
</tr>
<tr>
<td>Five ethics-related courses chosen from the following (or from additional rotating topics courses):</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 120</td>
<td>Ethics of Enterprise and Exchange</td>
<td></td>
</tr>
<tr>
<td>PHIL 123</td>
<td>Internet, Society, and Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 130</td>
<td>Philosophy and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>PHIL 170</td>
<td>Love and Sex</td>
<td></td>
</tr>
<tr>
<td>PHIL 216</td>
<td>Philosophy and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Food Ethics</td>
<td></td>
</tr>
</tbody>
</table>
Courses must be passed with grades of C– or better or P (pass). No more than 8 credits may be taken pass/no pass. Twelve credits must be taken at the upper-division level, 4 credits of which must be at the 400 level.

A minimum of 12 upper-division credits must be taken in residence at the University of Oregon.

Students with a major in philosophy may not earn a minor in ethics (although minoring in both ethics and philosophy is permitted).

The minor will be awarded beginning fall 2015; students with course work earned prior to fall 2015 will be permitted to use that course work toward the requirements for the minor.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Philosophy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101</td>
<td>Philosophical Problems</td>
<td>4</td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>General-education science course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Credits</td>
<td>16</td>
</tr>
<tr>
<td>PHIL 310</td>
<td>History of Philosophy: Ancient and Medieval</td>
<td>4</td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Multicultural course in American cultures or international cultures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education science course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Credits</td>
<td>16</td>
</tr>
<tr>
<td>PHIL 311</td>
<td>History of Philosophy: Modern</td>
<td>4</td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>100- or 200-level PHIL course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Multicultural course in American cultures or international cultures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Credits</td>
<td>16</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>History of Philosophy: 19th Century</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Logic, Inquiry, and Argumentation</td>
<td>4</td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education arts and letters course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Total Credits</td>
<td>48</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 453</td>
<td>19th-Century Philosophers: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>General-education science course</td>
<td>4</td>
<td>General-education science course</td>
</tr>
<tr>
<td>Multicultural course in international cultures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 463</td>
<td>20th-Century Philosophers: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>General-education arts and letters course</td>
<td>4</td>
<td>General-education social science course</td>
</tr>
<tr>
<td>General-education social science course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300- or 400-level PHIL course</td>
<td>4</td>
<td>General-education science course</td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>44</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300- or 400-level PHIL course</td>
<td>4</td>
<td>Elective courses</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300- or 400-level PHIL course</td>
<td>4</td>
<td>Elective courses</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Science in Philosophy**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Philosophical Problems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 310</td>
<td>History of Philosophy: Ancient and Medieval</td>
<td>4</td>
<td>Elective course</td>
</tr>
<tr>
<td>General-education science course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural course in American cultures or international cultures</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 311</td>
<td>History of Philosophy: Modern</td>
<td>4</td>
<td>Elective course</td>
</tr>
<tr>
<td>100- or 200-level PHIL course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural course in American cultures or international cultures</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 312</td>
<td>History of Philosophy: 19th Century</td>
<td>4</td>
<td>Elective course</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Logic, Inquiry, and Argumentation</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-education arts and letters course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Master of Arts Degree Requirements

The master's program is designed to prepare students for PhD research or other professional pursuits through providing a broad background in the history of philosophy and recent developments in the areas of philosophy that are strengths of the department.

There are two paths to earning a master's degree. The first requires completion of the second-language requirement and 48 credit hours of graduate course work including the distribution requirements (listed below). The second requires satisfaction of the second-language requirement, completing 45 credits of graduate course work—9 of which are taken in Thesis (PHIL 503)—and the writing of a master's thesis under the direction of a thesis advisor with a second faculty reader.

The distribution requirements may be satisfied by receiving a mid-B or better in:

- two courses in each of three subdisciplinary fields: society and value; knowledge, rationality, and inquiry; and metaphysics
- one course from each of three out of the four historical periods: ancient and medieval, modern (16th–18th centuries), 19th century, and 20th and 21st centuries
- two courses from each of the four philosophical traditions—continental, analytic, American, and feminist—that ground the diverse philosophical perspectives of the department, one of which is a proseminar taken within the first two years of graduate study
- one course in one of four requirement areas: Asian philosophy, philosophy of race, Native American philosophy, and Latin American philosophy

A single course may count toward each of two categories, but no more than once in a single category. For example, a course may count in a subdisciplinary field such as metaphysics, and, at the same time, apply to the history requirement or the traditions requirement.

### Master of Arts: Distribution

**Subdisciplinary Requirements**
- Two courses about society and value 8
- Two courses about knowledge, rationality, and inquiry 8
- Two courses about metaphysics 8

**History Requirements**
- Select three of the following: 12
  - Course from ancient and medieval period
  - Course from modern (16th–18th centuries) period
  - Course from 19th century
  - Course from 20th and 21st centuries

**Traditions Requirements**
- Two courses about continental philosophical traditions 1 8

---

**Graduate Studies**

The department offers a graduate program leading to the master of arts (MA) and the doctor of philosophy (PhD) degrees. The program, which is pluralistic in orientation, requires students to develop a broad knowledge of the history of philosophy, major fields, and various approaches and methods. Students are urged to concentrate in a specific area at the advanced level. Specializations are supported in American philosophy, Continental philosophy, feminist philosophy, Latin American philosophy, philosophy of race, philosophical psychology, and environmental philosophy.

Each student designs a program in consultation with the graduate advisor. Two or more years are typically required for completing the MA degree, and five or more years are typically required for completing the PhD degree. A complete and detailed list of the university and department requirements for graduate degrees is available online through the department website.
Two comprehensive examinations—extensive research projects, one language, complete the four course distribution requirements, and pass must complete a logic requirement, demonstrate proficiency in a second course work, of which 18 must be in Dissertation (PHIL 603). Students Doctor of Philosophy as satisfying its requirements for thesis preparation.

For the thesis requirement, the student asks two faculty members to serve as his or her master’s committee, with one agreeing to serve as chair. The student prepares a short (maximum five pages) description of the proposed thesis topic. Once both committee members have approved the thesis proposal, the student registers for as many as 9 credits of Thesis (PHIL 503) during the one or two terms over which the thesis is written. Typically, the committee chair meets periodically with the student to assess progress and to oversee the writing of the thesis. When both members of the thesis committee agree that the thesis is suitable for a final defense, the candidate schedules a one-hour oral examination, during which the committee members ask questions about the argument and make suggestions for further revision, if necessary. The thesis is completed when it is given final approval by both members of the committee and is accepted by the Graduate School as satisfying its requirements for thesis preparation.

Master of Arts: Thesis

PHIL 503 Thesis  9
Additional graduate-level philosophy courses  36
Total Credits  45

Additional Requirement

Students must complete the second-language requirement.

The student asks two faculty members to serve as his or her master’s committee, with one agreeing to serve as chair. The student prepares a short (maximum five pages) description of the proposed thesis topic. Once both committee members have approved the thesis proposal, the student registers for Thesis (PHIL 503) during the one or two terms over which the thesis is written. Typically, the committee chair meets periodically with the student to assess progress and to oversee the writing of the thesis. When both members of the thesis committee agree that the thesis is suitable for a final defense, the candidate schedules a one-hour oral examination, during which the committee members ask questions about the argument and make suggestions for further revision, if necessary. The thesis is completed when it is given final approval by both members of the committee and is accepted by the Graduate School as satisfying its requirements for thesis preparation.

Doctor of Philosophy

The PhD degree requires a minimum of 81 credits of graduate-level course work, of which 18 must be in Dissertation (PHIL 603). Students must complete a logic requirement, demonstrate proficiency in a second language, complete the four course distribution requirements, and pass two comprehensive examinations—extensive research projects, one in history (a paper) and one in the student’s area of specialization (a literature review). Most students finish their doctoral degrees within five to six years. The Graduate School imposes a limit of seven years for completion of the PhD degree.

The distribution requirements may be satisfied by receiving a mid-B or better in

• two courses in each of three subdisciplinary fields: society and value; knowledge, rationality, and inquiry; and metaphysics
• one course from each of the four historical periods: ancient and medieval, modern (16th–18th centuries), 19th century, and 20th and 21st centuries
• two courses from each of the four philosophical traditions—continental, analytic, American, and feminist—that ground the diverse philosophical perspectives of the department, one of which is a proseminar taken within the first two years of graduate study
• one course in one of four requirement areas: Asian philosophy, philosophy of race, Native American philosophy, and Latin American philosophy

A single course may count toward each of two categories, but no more than once in a single category.

Subdisciplinary Requirements

Two courses about society and value  8
Two courses about knowledge, rationality, and inquiry  8
Two courses about metaphysics  8

History Requirements

Select three of the following:  12
Course from ancient and medieval period
Course from modern (16th-18th centuries) period
Course from 19th century
Course from 20th and 21st centuries

Traditions Requirements

Two courses about continental philosophical traditions  8
Two courses about analytic philosophic traditions  8
Two courses about American philosophical traditions  8
Two courses about feminist philosophical traditions  8

Requirements Areas

Select one of the following:  4
Course in Asian philosophy
Course in philosophy of race
Course in Native American philosophy
Course in Latin American philosophy

Dissertation

PHIL 603 Dissertation  18
Total Credits  90

1 One philosophical tradition course must be a proseminar taken within the first two years of graduate study.

Additional Requirements

The comprehensive examinations are passed by completing two substantial research papers under the supervision of faculty members. Students are advanced to candidacy upon completion of the comprehensives. A dissertation prospectus must be accepted by the candidate’s committee after a preliminary oral examination. The written
dissertation must receive the approval of the dissertation committee after a final oral examination.

Admission

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests. This helps the department’s admissions committee decide whether this is an appropriate philosophy department for the applicant’s goals. They should also submit a writing sample, a college transcript, and a notification of their scores on the Graduate Record Examinations (GRE). International students must provide proof of competence in English. A score of at least 500 on the Test of Spoken English (TSE), 26 on the Internet-based Test of English as a Foreign Language (TOEFL), or 7 on the International English Language Testing System (IELTS) is required of international students unless their native language is English.

In addition to general university regulations governing graduate admission (see the Graduate School section of this catalog), the Department of Philosophy requires applicants to submit three confidential report forms completed by teachers (preferably philosophy teachers) familiar with the applicant’s academic background.

The application process is exclusively online; a link to the application guidelines is posted on the department website. Applicants who are unable to make the application fee payment online with Visa, Discover, or MasterCard may now pay online with a check. This application and one complete set of transcripts, together with the $50 application fee, should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217. A second set of transcripts should be forwarded to the Department of Philosophy. Confidential report forms should be sent directly to the department by the faculty members recommending the applicant if they are unable to upload their letters of recommendation.

Graduate teaching fellowships are the only form of financial aid available in the philosophy department; the application deadline is January 15 for the following academic year. An application form is provided upon request.

Courses

PHIL 101. Philosophical Problems. 4 Credits.
Introduction to philosophy based on classical and modern texts from Plato through the 21st century. Sample topics include free will, the mind-body problem, the existence of an external world.

PHIL 102. Ethics. 4 Credits.
Philosophical study of morality (e.g., ethical relativism; justification of moral judgments; concepts of duty, right, and wrong).

PHIL 103. Critical Reasoning. 4 Credits.
Introduction to thinking and reasoning critically. How to recognize, analyze, criticize, and construct arguments.

PHIL 110. Human Nature. 4 Credits.
Consideration of various physiological, cultural, psychological, and personal forces that characterize human beings, taking into account issues of class, gender, race, and sexual orientation.

PHIL 120. Ethics of Enterprise and Exchange. 4 Credits.
Moral examination of business by considering the nature of enterprise and exchange. Topics include corporate and consumer responsibility, meaningful work, and leadership.

PHIL 123. Internet, Society, and Philosophy. 4 Credits.
Introduction to philosophical problems of the Internet. Primary focus on social, political, and ethical issues with discussion of epistemological and metaphysical topics.

PHIL 130. Philosophy and Popular Culture. 4 Credits.
Engages in critical philosophical reflection about and through popular culture, including movies, music, graphic novels, and sports.

PHIL 170. Love and Sex. 4 Credits.
Philosophical study of love, relationships, marriage, sex, sexuality, sexual identity, and sexual representation.

PHIL 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PHIL 211. Existentialism. 4 Credits.
Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that generated the existentialist rebellion.

PHIL 213. Asian Philosophy. 4 Credits.
Introduction to classic writings in the Chinese, Indian, Japanese, and other Asian philosophical traditions.

PHIL 216. Philosophy and Cultural Diversity. 4 Credits.
Philosophical investigation of the implications of cultural diversity for identity, knowledge, and community, from the perspectives of several American cultures.

PHIL 220. Food Ethics. 4 Credits.
Examination of a variety of issues relating to food production and consumption in light of virtue, utilitarian, deontological, pragmatist, and care ethics.

PHIL 307. Social and Political Philosophy. 4 Credits.
Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

PHIL 308. Social and Political Philosophy. 4 Credits.
Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

PHIL 309. Global Justice. 4 Credits.
Introduction to philosophical problems of globalization and justice related to global poverty, citizenship, human rights, and issues of identity, multiculturalism, war, terrorism, environmentalism and health care.

PHIL 310. History of Philosophy: Ancient and Medieval. 4 Credits.
Focuses primarily on Plato and Aristotle. Examines their roots in pre-Socratic philosophy and their influence on medieval philosophers such as St. Augustine and St. Thomas Aquinas.
Prereq: one lower-division philosophy course.

PHIL 311. History of Philosophy: Modern. 4 Credits.
Survey of European philosophy through Hume, including the work of Descartes, Locke, and Spinoza.

PHIL 312. History of Philosophy: 19th Century. 4 Credits.
Traces Kant's influence on such philosophers as Hegel, Nietzsche, and Marx.
Prereq: one philosophy course.

PHIL 315. Introduction to Feminist Philosophy. 4 Credits.
Introduces basic questions of philosophy through topics central to feminism.

PHIL 320. Philosophy of Religion. 4 Credits.
Philosophical investigation of the nature of "religion" (e.g., the nature of the sacred, spirituality, and transcendence).
Prereq: one philosophy course.
PHIL 322. Philosophy of the Arts. 4 Credits.
Survey of classical and contemporary theories of art and aesthetic experience, with examples from various arts.
Prereq: one philosophy course.

PHIL 323. Moral Theory. 4 Credits.
Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements.
Prereq: one philosophy course.

PHIL 325. Logic, Inquiry, and Argumentation. 4 Credits.
Explores the means and ends of argumentation and inquiry by considering deductive reason, argumentation and emotion, and ethical and social dilemmas in inquiry.
Prereq: one philosophy course.

PHIL 330. Philosophy and Disaster. 4 Credits.
Philosophical and interactive course on disaster preparation, with contemporary, historical, and current event readings; students also learn a new practical skill. Offered alternate years.

PHIL 331. Philosophy in Literature. 4 Credits.
Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America.
Prereq: one philosophy course.

PHIL 332. Philosophy of Film. 4 Credits.
Explores questions about the aesthetic dimensions of film, its relation to the other arts, and the treatment of philosophical questions in films.

PHIL 335. Medical Ethics. 4 Credits.
Introduces theoretical tools and concrete case studies for formulating, analyzing, and evaluating ethical judgments raised by contemporary biomedical practice.

PHIL 339. Introduction to Philosophy of Science. 4 Credits.
Examines theories of scientific practice, rationality, objectivity, values in science, and the role of science in society.
Prereq: one philosophy course.

PHIL 340. Environmental Philosophy. 4 Credits.
Considers the nature and morality of human relationships with the environment (e.g., the nature of value, the moral standing of nonhuman life).

PHIL 342. Introduction to Latin American Philosophy. 4 Credits.
History of Latin American philosophy through the study of ideas, issues, problems, and forms of thinking in the work of key periods, movements, and authors.

PHIL 343. Critical Theory. 4 Credits.
Examines the methodological, epistemological, moral, and political dimensions of critical theory. Prereq: one philosophy course. Offered alternate years.

PHIL 344. Introduction to Philosophy of Law. 4 Credits.
Introduces central problems in the law; examines the nature of legal reasoning.

PHIL 345. Place in the Cosmos. 4 Credits.
Explores the relation between humans and the cosmos as a matter of place by comparing seminal texts in the history of philosophy. Offered alternate years.

PHIL 350. Metaphysics. 4 Credits.
Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of individuals, and the meaningfulness of metaphysics.
Prereq: one philosophy course.

PHIL 372. Teaching Children Philosophical Inquiry. 4 Credits.
Explores ways to tap into children’s wonder and curiosity about their world, lives, and relationships. Teaches undergraduates to become skillful facilitators of elementary classroom philosophical discussions.

PHIL 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PHIL 401. Research: [Topic]. 1-21 Credits.
Repeatable.

PHIL 403. Thesis. 1-12 Credits.
Repeatable.

PHIL 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

PHIL 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Eastern Philosophy, Feminist Theory, Nonviolence.
Prereq: one 300-level philosophy course.

PHIL 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

PHIL 415. Continental Philosophy: [Topic]. 4 Credits.
Survey of significant areas in the Continental tradition, e.g. phenomenology, critical social theory, deconstruction, feminism, and hermeneutics. Repeatable when topic changes.
Prereq: junior standing.

PHIL 420. American Philosophy: [Topic]. 4 Credits.
Survey of significant areas of the American tradition, e.g. 19th-, 20th-, and 21st-century thought, African and Native American thought, feminism, recent pragmatism, the self, and pluralism. Repeatable when topic changes.
Prereq: junior standing.

PHIL 421. Ancient Philosophers: [Topic]. 4 Credits.
Repeatable. Concentrates on the work of a single philosopher, typically Plato or Aristotle. Repeatable when philosopher changes.
Prereq: PHIL 310.

PHIL 423. Technology Ethics: [Topic]. 4 Credits.
Advanced inquiry in ethics with a focus on technology. Addresses moral, political, and cultural issues raised by socio-technical systems for everyday living and democratic citizenship. Repeatable once for a maximum of 8 credits when the topic changes.

PHIL 425. Philosophy of Language. 4 Credits.
Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning.
Prereq: junior standing.

PHIL 433. 17th- and 18th-Century Philosophers: [Topic]. 4 Credits.
Repeatable. Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant. Repeatable when philosopher changes.
Prereq: PHIL 310, 311.

PHIL 443. Feminist Philosophy: [Topic]. 4 Credits.
Repeatable. Examines contemporary feminist contributions to philosophy. Repeatable once for maximum of 8 credits.
Prereq: one 300-level PHIL course

PHIL 451. Native American Philosophy. 4 Credits.
Survey of Native American philosophy focusing on philosophical perspectives in historical traditions and contemporary Native American philosophy. Offered alternate years.
PHIL 452. Philosophy and Race. 4 Credits.
Surveys the philosophical contribution to studies of race including intellectual history, philosophy of science, racism and its remedies, media studies, and cultural criticism.
Prereq: one philosophy course at the 300 level.

PHIL 453. 19th-Century Philosophers: [Topic]. 4 Credits.
Repeatable. Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Repeatable when philosopher changes.
Prereq: PHIL 312.

PHIL 463. 20th-Century Philosophers: [Topic]. 4 Credits.
Repeatable. Concentrates on the work of a single philosopher (e.g., Wittgenstein, Dewey, Quine, Merleau-Ponty, C.I. Lewis, or Foucault).
Repeatable when philosopher changes.
Prereq: junior standing.

PHIL 471H. Honors Thesis Workshop. 2 Credits.
Study methods of philosophical research and writing; develop an honors thesis project.

PHIL 503. Thesis. 1-16 Credits.
Repeatable.

PHIL 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Eastern Philosophy, Feminist Theory, Nonviolence, Philosophy and Race, Philosophy and Tragedy, Philosophy of Education, Philosophy of Nature.

PHIL 450. Issues in Metaphysics. 4 Credits.
Repeatable when topic changes.

PHIL 451. Native American Philosophy. 4 Credits.
Survey of Native American philosophy focusing on philosophical perspectives in historical traditions and contemporary Native American philosophy. Offered alternate years.

PHIL 452. 19th-Century Philosophers: [Topic]. 4 Credits.
Repeatable. Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Repeatable when philosopher changes.

PHIL 453. 20th-Century Philosophers: [Topic]. 4 Credits.
Repeatable. Concentrates on the work of a single philosopher (e.g., Wittgenstein, Dewey, Quine, Merleau-Ponty, C.I. Lewis, or Foucault).
Repeatable when philosopher changes.

PHIL 472. Research: [Topic]. 1-16 Credits.
Repeatable.

PHIL 473. Supervised College Teaching. 1-16 Credits.
Repeatable.

PHIL 474. Dissertation. 1-16 Credits.
Repeatable.

PHIL 475. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

PHIL 476. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Emerson, Philosophy of Race, Recent Moral Theory, Schelling.

PHIL 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

PHIL 614. Issues in Ethics. 4 Credits.
Examination of ethical theory.
Prereq: major standing.

PHIL 615. Continental Philosophy: [Topic]. 4 Credits.
Explores philosophical problems and traditions in contemporary European philosophy. Repeatable when topic changes.

PHIL 620. American Philosophy: [Topic]. 4 Credits.
Treats issues in classical and contemporary American philosophy.
Repeatable when topic changes.

PHIL 625. Philosophy of Language. 4 Credits.
 Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning.

PHIL 641. Social and Political Philosophy: [Topic]. 4 Credits.
Examination of classical and current problems in social and political philosophy including the nature of justice, legitimacy of the state, conditions of war and peace. Repeatable when topic changes.

PHIL 643. Feminist Philosophy: [Topic]. 4 Credits.
Explores contemporary feminist philosophy. Repeatable when topic changes.

PHIL 645. Environmental Philosophy: [Topic]. 4 Credits.
Pursues advanced questions in environmental philosophy regarding a particular tradition or problem area. Repeatable when topic changes.

PHIL 657. Philosophy and Race: Contemporary Issues. 4 Credits.
Examination of contemporary discussions regarding race including biology and race, race in medicine, reparations, perspectives on race in Continental and American philosophy.

PHIL 658. Philosophy of Mind. 4 Credits.
Analyzes basic concepts and problems in psychology.

PHIL 660. Issues in Metaphysics. 4 Credits.
Discussion of current controversies in metaphysics (e.g., essentialism, identity, future contingency).
Prereq: major standing.

Physics

Raymond E. Frey, Department Head
541-346-5826
541-346-5861 fax
120 Willamette Hall
1274 University of Oregon
Eugene, Oregon 97403-1274

Physics, the most basic of the natural sciences, is concerned with the discovery and development of the laws that describe our physical universe. This endeavor serves, also, to directly benefit humankind: integrated circuits found in computers, mobile phones, and solar cells, lasers in DVD players and computer mice, and the Internet itself were developed from fundamental physics discoveries.

Faculty


Nilendra G. Deshpande, professor (elementary particle theory). BSc, 1959, MSc, 1960, Madras; PhD, 1965, Pennsylvania. (1975)


Timothy Jenkins, senior instructor (physics education). BA, 1975, Linfield College; PhD, 1992, Clarkson. (1992)


Michael G. Raymer, Philip H. Knight Professor (quantum optics and optical physics). BA, 1974, California, Santa Cruz; PhD, 1979, Colorado. (1988)


James M. Schombert, Noble F. and Frances L. Miller Professor in Astrophysics (astronomy). BS, 1979, Maryland; MPhil, 1982, PhD, 1984, Yale. (1996)


Special Staff
Frank Vignola, senior research associate (solar energy). BA, 1967, California, Berkeley; MS, 1969, PhD, 1975, Oregon. (1977)

Emeriti
Bernd Crasemann, professor emeritus. AB, 1948, California, Los Angeles; PhD, 1953, California, Berkeley. (1953)
Harlan Lefevre, professor emeritus. BA, 1951, Reed; PhD, 1961, Wisconsin. (1961)
Joel W. McClure Jr., professor emeritus. BS, 1949, MS, 1951, Northwestern; PhD, 1954, Chicago. (1954)
David K. McDaniels, professor emeritus. BS, 1951, Washington State; MS, 1958, PhD, 1960, Washington (Seattle). (1963)
John T. Moseley, professor emeritus. BS, 1964, MS, 1966, PhD, 1969, Georgia Institute of Technology. (1979)
George W. Rayfield, professor emeritus. BS, 1958, Stanford; PhD, 1964, California, Berkeley. (1967)
David R. Sokoloff, professor emeritus. BA, 1966, City University of New York, Queens; PhD, 1972, Massachusetts Institute of Technology. (1978)

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

- Bachelor of Arts: Applied Physics
- Bachelor of Arts: Teaching Physics (p. 418)
- Bachelor of Arts: Physics
- Bachelor of Science: Applied Physics
- Bachelor of Science: Teaching Physics
- Bachelor of Science: Physics
- Minor

Undergraduate Studies
As it involves the development of analytical, technical, problem-solving, and science communication skills, a major in physics provides a good start for many career paths. In addition to major and minor programs, the Department of Physics offers a variety of courses for nonmajors and health science premajor students.

Preparation
Entering freshmen should have taken as much high school mathematics as possible in preparation for starting calculus in their freshman year. High school study of physics and chemistry is desirable.

Transfer Students
Because of the sequential nature of the physics curriculum, it is useful for students from two-year colleges to complete as much as possible of calculus, differential equations, several-variable calculus, chemistry, and calculus-based physics (part of an associate's degree) before transferring.

<table>
<thead>
<tr>
<th>Years Completed Before Transfer</th>
<th>Suggested Completed Courses</th>
<th>UO Equivalent Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two, more than two</td>
<td>One year of differential and integral calculus</td>
<td>MATH 251–253-253</td>
</tr>
<tr>
<td>Two, more than two</td>
<td>One year of calculus general physics with laboratory</td>
<td>PHYS 251–253-253, PHYS 290</td>
</tr>
<tr>
<td>Two, more than two</td>
<td>General chemistry</td>
<td>CH 221–222,222 or CH 224H–225H-225H</td>
</tr>
<tr>
<td>Two, more than two</td>
<td>One term of differential equations and two terms of multivariable calculus</td>
<td>MATH 256, MATH 281–282-282</td>
</tr>
<tr>
<td>More than two</td>
<td>Second year of physics</td>
<td></td>
</tr>
</tbody>
</table>

Transfer students should also have completed as many as possible of the university requirements for the bachelor’s degree (see Bachelor’s Degree Requirements (p. 907)).

Careers
Fifty percent of graduates with bachelor’s degrees in physics find employment in the private sector working as applied physicists, software developers, managers, or technicians, typically alongside engineers and computer scientists. About 30 percent of students who earn an undergraduate degree continue their studies in a graduate degree program, leading to a career in teaching or research or both at a university, at a government laboratory, or in industry. In addition, a degree in physics is good preparation for a career in business. Students who have demonstrated their ability with a good record in an undergraduate physics program are generally considered very favorably for admission to medical and other professional schools.

Major Requirements
The major in physics leads to a bachelor of arts (BA) or a bachelor of science degree (BS). Complete requirements are listed under Bachelor’s Degree Requirements. The bachelor of arts degree has a second-language requirement. Knowledge of a language other than English is recommended for students planning graduate study in physics.

Required courses must be taken for letter grades and a grade point average of 2.00 (mid-C) or better must be earned in these courses. Courses beyond the minimum requirement may be taken pass/no pass (P/N). At least 20 of the upper-division credits must be completed in residence at the University of Oregon. Exceptions to these requirements must be approved by the physics director of undergraduate studies.

Undergraduate research is strongly encouraged. Laboratory courses such as Foundations of Physics Laboratory (PHYS 290) and Physics Experimentation Data Analysis Laboratory (PHYS 391) provide the correct foundation. Approximately 50 percent of physics undergraduates engage in substantive research during their course of study—typically beginning with Research Project I-III (PHYS 491–493). Contact the physics advisor for more information.
The sequential nature of physics courses makes it imperative to start planning a major program in physics early. Interested students should consult the advisor in the Department of Physics near the beginning of their studies. Sample programs are designed for students who are preparing for employment in industry and choose the applied physics emphasis or who are preparing for graduate studies and choose the physics emphasis. The programs assume that students are prepared to take calculus in their freshman year. Consult the physics advisor for assistance in planning a specific program adapted to a student’s individual needs.

The department offers three areas of emphasis for the physics major.

- **physics**—designed for majors with a strong interest in studying physics in graduate school
- **applied physics**—designed for majors who seek a less theoretical study of physics and a more applied focus in optics, electronics, and other project areas
- **teaching physics**—designed for majors preparing to teach physical sciences in middle or high school

All physics majors have the same curriculum for the first two years.

### Bachelor of Arts: Applied Physics

<table>
<thead>
<tr>
<th>Code Courses</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>or MATH 261–263</td>
<td>Calculus with Theory I-III</td>
<td></td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

### Interdisciplinary Science Core Courses

Two from the following: 2

- CH 221 General Chemistry I
- CH 222 General Chemistry II
- CH 224H Honors General Chemistry
- CH 225H Honors General Chemistry
- BI 211 General Biology I: Cells
- BI 212 General Biology II: Organisms
- BI 213 General Biology III: Populations
- CIS 210 Computer Science I
- CIS 211 Computer Science II
- CIS 212 Computer Science III
- GEOL 201 Earth’s Interior Heat and Dynamics
- HPHY 212 Evidence, Inference, and Biostatistics

### Applied Physics Upper-Division Courses

<table>
<thead>
<tr>
<th>PHYS 412–413</th>
<th>Mechanics, Electricity, and Magnetism</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 431</td>
<td>Analog Electronics &amp; PHYS 432 Digital Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 481</td>
<td>Design of Experiments</td>
<td>4</td>
</tr>
<tr>
<td>Three laboratory courses 3</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

### Total Credits: 94

1 To be repeated, totaling 2 credits.
2 Students are strongly urged to complete this requirement in the first two years.
3 Any combination of the four core courses listed for the Applied emphasis that have not been used to satisfy the core, and Research Project I-III (PHYS 491–493) topic modules satisfy this requirement. Different topic modules (e.g., optics, instrumentation, fundamental) of Research Project I-III (PHYS 491–493) may be taken. PHYS 401: Research also counts for this requirement if taken graded.

### Applied Physics Sample Program

#### First Year

<table>
<thead>
<tr>
<th>Code Courses</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221–222</td>
<td>General Chemistry (or any two courses from the Interdisciplinary Science Core)</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Code Courses</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Third Year

<table>
<thead>
<tr>
<th>Code Courses</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 412–413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 431</td>
<td>Analog Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 432</td>
<td>Digital Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 424</td>
<td>Classical Optics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 425</td>
<td>Modern Optics</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Fourth Year

<table>
<thead>
<tr>
<th>Code Courses</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 491–493</td>
<td>Research Project I-III</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 481</td>
<td>Design of Experiments</td>
<td>4</td>
</tr>
</tbody>
</table>

### Total Credits: 96

1 Students must take either PHYS 431–432 or PHYS 424–425.

### Bachelor of Science: Applied Physics

<table>
<thead>
<tr>
<th>Code Courses</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>or MATH 261–263</td>
<td>Calculus with Theory I-III</td>
<td></td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
</tbody>
</table>

### Applied Physics Core Courses

Select one of the following: 8

- PHYS 424 Classical Optics
- PHYS 425 Modern Optics

### Total Credits: 96

1 Students must take either PHYS 431–432 or PHYS 424–425.
### Applied Physics Upper-Division Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 412–413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>8</td>
</tr>
</tbody>
</table>

### Applied Physics Core Courses

Select one of the following: 8

- PHYS 424 Classical Optics
- PHYS 425 and Modern Optics
- PHYS 431 Analog Electronics & PHYS 432 Digital Electronics
- PHYS 481 Design of Experiments

Three laboratory courses 3 12

Total Credits 94

1. To be repeated, totaling 2 credits.

2. Students are strongly urged to complete this requirement in the first two years.

3. Any combination of the four core courses listed for the Applied emphasis that have not been used to satisfy the core, and Research Project I-III (PHYS 491–493) topic modules satisfy this requirement. Different topic modules (e.g., optics, instrumentation, fundamental) of Research Project I-III (PHYS 491–493) may be taken. PHYS 401: Research also counts for this requirement if taken graded.

### Applied Physics Sample Program

#### First Year

- CH 221–222 General Chemistry (or any two courses from the Interdisciplinary Science Core) 8
- PHYS 251–253 Foundations of Physics I 12
- PHYS 290 Foundations of Physics Laboratory (two or more terms) 2
- MATH 251–253 Calculus I-III 12

#### Second Year

- MATH 256 Introduction to Differential Equations 4
- MATH 281–282 Several-Variable Calculus I-II 8
- PHYS 351–353 Foundations of Physics II 12
- PHYS 391 Physics Experimentation Data Analysis Laboratory 4

#### Third Year

- PHYS 412–413 Mechanics, Electricity, and Magnetism 8

- PHYS 431 Analog Electronics 1
- PHYS 432 Digital Electronics 1
- PHYS 424 Classical Optics 1
- PHYS 425 Modern Optics 1

### Fourth Year

- PHYS 491–493 Research Project I-III 6
- PHYS 481 Design of Experiments 4

Total Credits 96

1. Students must take either PHYS 431–432 or PHYS 424–425.

### Bachelor of Arts: Teaching Physics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>or MATH 261–263</td>
<td>Calculus with Theory I-III</td>
<td></td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory 1</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

### Interdisciplinary Science Core

Two from the following: 2 8

- CH 221 General Chemistry I
- CH 222 General Chemistry II
- CH 224H Honors General Chemistry
- CH 225H Honors General Chemistry
- BI 211 General Biology I: Cells
- BI 212 General Biology II: Organisms
- BI 213 General Biology III: Populations
- CIS 210 Computer Science I
- CIS 211 Computer Science II
- CIS 212 Computer Science III
- GEOL 201 Earth’s Interior Heat and Dynamics
- HPHY 212 Evidence, Inference, and Biostatistics

### Teaching Physics Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 321</td>
<td>Topics in Astrophysics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 362</td>
<td>Biological Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 420</td>
<td>Physics Demonstrations</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 431</td>
<td>Analog Electronics</td>
<td>8</td>
</tr>
<tr>
<td>&amp; PHYS 432</td>
<td>Digital Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 491–493</td>
<td>Research Project I-III</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 409</td>
<td>Supervised Tutoring 3</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 96

1. To be repeated, totaling 2 credits.

2. Students are strongly urged to complete this requirement in the first two years.

3. Does not need to be taken for a letter grade.
### Teaching Physics Sample Program

#### First Year
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221–222</td>
<td>General Chemistry (or any two courses from the Interdisciplinary Science Core)</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory (two or more terms)</td>
<td>2</td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Second Year
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Labor</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Third Year
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 321</td>
<td>Topics in Astrophysics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 409</td>
<td>Supervised Tutoring</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 420</td>
<td>Physics Demonstrations</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 431</td>
<td>Analog Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 432</td>
<td>Digital Electronics</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Fourth Year
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 491–493</td>
<td>Research Project I-III</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Credits:** 92

---

### Bachelor of Science: Teaching Physics

#### Code | Title | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>or MATH 261–263</td>
<td>Calculus with Theory I-III</td>
<td></td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory ¹</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

**Interdisciplinary Science Core**

Two from the following: ²

- CH 221 General Chemistry I
- CH 222 General Chemistry II
- CH 224H Honors General Chemistry
- CH 225H Honors General Chemistry
- BI 211 General Biology I: Cells
- BI 212 General Biology II: Organisms
- BI 213 General Biology III: Populations
- CIS 211 Computer Science II
- CIS 210 Computer Science I
- CIS 212 Computer Science III
- GEO 201 Earth's Interior Heat and Dynamics
- HPHY 212 Evidence, Inference, and Biostatistics

**Teaching Physics Core Courses**

ASTR 321 Topics in Astrophysics

---

### Bachelor of Arts: Physics

#### Code | Title | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>or MATH 261–263</td>
<td>Calculus with Theory I-III</td>
<td></td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory (two or more terms)</td>
<td>2</td>
</tr>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

**Interdisciplinary Science Core**

Two from the following: ²

- CH 221 General Chemistry I
- CH 222 General Chemistry II

---

¹ Students are strongly urged to complete this requirement in the first two years.
² Does not need to be taken for a letter grade.
³ To be repeated, totaling 2 credits.
Physics Upper-Division Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 411–413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 414–415</td>
<td>Quantum Physics</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 417</td>
<td>Topics in Quantum Physics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Three upper-division laboratory courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 92

1. To be repeated, totaling 2 credits.
2. Students are strongly urged to complete this requirement in the first two years.
3. Mechanics, Electricity, and Magnetism (PHYS 411) and Mechanics, Electricity, and Magnetism (PHYS 412) are sometimes offered out of sequence.
4. Any combination of PHYS 424–425 or PHYS 431–432 or PHYS 491–493 or PHYS 401, to total 6 credits.

Physics Sample Program

First Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221–222</td>
<td>General Chemistry (or any two courses from the Interdisciplinary Science Core)</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory (two or more terms)</td>
<td>2</td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 411–413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>12</td>
</tr>
</tbody>
</table>

Upper-division laboratory course from the following list: PHYS 424–425, PHYS 431–432, PHYS 491–493, or PHYS 401

Fourth Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 414–415</td>
<td>Quantum Physics</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 417</td>
<td>Topics in Quantum Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 92

 Bachelor of Science: Physics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>or MATH 261–263</td>
<td>Calculus with Theory I-II</td>
<td></td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Interdisciplinary Science Core

Two from the following: 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CH 224H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 225H</td>
<td>Honors General Chemistry</td>
<td></td>
</tr>
<tr>
<td>BI 211</td>
<td>General Biology I: Cells</td>
<td></td>
</tr>
<tr>
<td>BI 212</td>
<td>General Biology II: Organisms</td>
<td></td>
</tr>
<tr>
<td>BI 213</td>
<td>General Biology III: Populations</td>
<td></td>
</tr>
<tr>
<td>CIS 210</td>
<td>Computer Science I</td>
<td></td>
</tr>
<tr>
<td>CIS 211</td>
<td>Computer Science II</td>
<td></td>
</tr>
<tr>
<td>CIS 212</td>
<td>Computer Science III</td>
<td></td>
</tr>
<tr>
<td>GEOL 201</td>
<td>Earth’s Interior Heat and Dynamics</td>
<td></td>
</tr>
<tr>
<td>HPHY 212</td>
<td>Evidence, Inference, and Biostatistics</td>
<td></td>
</tr>
</tbody>
</table>

Physics Upper-Division Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 411–413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 414–415</td>
<td>Quantum Physics</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 417</td>
<td>Topics in Quantum Physics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Three upper-division laboratory courses</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 91-94
Physics Sample Program

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221–222</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry (or any two courses from the Interdisciplinary Science Core)</td>
<td></td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>12</td>
</tr>
<tr>
<td>Foundations of Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 290</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Physics Laboratory (two or more terms)</td>
<td></td>
</tr>
<tr>
<td>MATH 251–253</td>
<td>12</td>
</tr>
<tr>
<td>Calculus I-III</td>
<td></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 351–353</td>
<td>12</td>
</tr>
<tr>
<td>Foundations of Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS 391</td>
<td>4</td>
</tr>
<tr>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 411–413</td>
<td>12</td>
</tr>
<tr>
<td>Mechanics, Electricity, and Magnetism</td>
<td></td>
</tr>
<tr>
<td>Upper-division</td>
<td>2-4</td>
</tr>
<tr>
<td>laboratory course</td>
<td></td>
</tr>
<tr>
<td>from the following list: PHYS 424–425, PHYS 431–432, PHYS 491–493, or PHYS 401</td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 414–415</td>
<td>8</td>
</tr>
<tr>
<td>Quantum Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 417</td>
<td>4</td>
</tr>
<tr>
<td>Topics in Quantum Physics</td>
<td></td>
</tr>
<tr>
<td>Upper-division</td>
<td>2-4</td>
</tr>
<tr>
<td>laboratory course</td>
<td></td>
</tr>
<tr>
<td>from the following list: PHYS 424–425, PHYS 431–432, PHYS 491–493, or PHYS 401</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 91-94

Sample Programs for Transfer Students

These sample programs are for transfer students who have completed two years of college work including one year of calculus, one year of general physics with laboratories, one year of general chemistry, and as many as possible of the university requirements for the bachelor’s degree. In addition to graduation requirements for the bachelor’s degree, transfer students should plan to take the following courses, depending on their area of emphasis:

Applied Physics Emphasis

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>8</td>
</tr>
<tr>
<td>Several-Variable Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>12</td>
</tr>
<tr>
<td>Foundations of Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS 391</td>
<td>4</td>
</tr>
<tr>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 412–413</td>
<td>8</td>
</tr>
<tr>
<td>Mechanics, Electricity, and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS 422</td>
<td>4</td>
</tr>
<tr>
<td>Electromagnetism</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 68-72

Teaching Physics Emphasis

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 321</td>
<td>4</td>
</tr>
<tr>
<td>Topics in Astrophysics</td>
<td></td>
</tr>
<tr>
<td>PHYS 362</td>
<td>4</td>
</tr>
<tr>
<td>Biological Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 409</td>
<td>6</td>
</tr>
<tr>
<td>Supervised Tutoring</td>
<td></td>
</tr>
<tr>
<td>PHYS 420</td>
<td>4</td>
</tr>
<tr>
<td>Physics Demonstrations</td>
<td></td>
</tr>
<tr>
<td>PHYS 431</td>
<td>8</td>
</tr>
<tr>
<td>Analog Electronics</td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 491–493</td>
<td>8</td>
</tr>
<tr>
<td>Research Project I-III</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 34

Physics Emphasis

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>8</td>
</tr>
<tr>
<td>Several-Variable Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>PHYS 351–353</td>
<td>12</td>
</tr>
<tr>
<td>Foundations of Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS 391</td>
<td>4</td>
</tr>
<tr>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 411–413</td>
<td>12</td>
</tr>
<tr>
<td>Mechanics, Electricity, and Magnetism</td>
<td></td>
</tr>
<tr>
<td>PHYS 414–415</td>
<td>8</td>
</tr>
<tr>
<td>Quantum Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 417</td>
<td>4</td>
</tr>
<tr>
<td>Topics in Quantum Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 422</td>
<td>4</td>
</tr>
<tr>
<td>Electromagnetism</td>
<td></td>
</tr>
</tbody>
</table>

Select one or two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 424</td>
<td>4</td>
</tr>
<tr>
<td>Classical Optics</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 425</td>
<td></td>
</tr>
<tr>
<td>PHYS 431</td>
<td>2-4</td>
</tr>
<tr>
<td>Analog Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 432</td>
<td>2-4</td>
</tr>
<tr>
<td>Digital Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 491</td>
<td>2-4</td>
</tr>
<tr>
<td>Research Project I</td>
<td></td>
</tr>
<tr>
<td>PHYS 492</td>
<td>2-4</td>
</tr>
<tr>
<td>Research Project II</td>
<td></td>
</tr>
<tr>
<td>PHYS 493</td>
<td>2-4</td>
</tr>
<tr>
<td>Research Project III</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics or physics electives or both

Total Credits: 52-56

Honors

To be recommended by the faculty for graduation with honors in physics, a student must complete at least 46 credits in upper-division physics
courses, of which at least 40 credits must be taken for letter grades, and earn at least a 3.50 grade point average in these courses.

As an alternative, undergraduate research leading to the defense of a thesis accompanied by at least a 3.30 grade point average can lead to recommendation for graduation with honors. Contact the director of undergraduate studies for more information.

**Minor Requirements**

**Pre-Minor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>or PHYS 201–203</td>
<td>General Physics</td>
<td></td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 351–353</td>
<td>Foundations of Physics II</td>
<td>12</td>
</tr>
<tr>
<td>or PHYS 411–413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td></td>
</tr>
<tr>
<td>400-level physics course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Physics courses**

**Total Credits**

1 General Physics (PHYS 201–203) may fulfill requirements with the physics undergraduate advisor’s approval.

**Additional Requirements**

Course work must be completed with grades of C− or better or P. At least 12 of the upper-division credits must be completed in residence at the University of Oregon.

**Engineering**

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program that allows a student to earn a bachelor’s degree in physics from Oregon and one in engineering from OSU. For more information, see Preparatory Programs in the Academic Advising section of this catalog.

Engineering students interested in semiconductor process engineering or polymer science may be interested in the nationally recognized master’s industrial internship program. For more information, visit internship.uoregon.edu.

**Preparation for Kindergarten through Secondary School Teaching Careers**

The College of Education offers a fifth-year program for middle-secondary teaching licensure in physics and integrated sciences and a program for elementary teaching. Students considering a career pathway to teaching should consider following the physics teaching emphasis to prepare for the licensure programs. More information is available from the department’s education advisor, Dean Livelybrooks; see also the College of Education section of this catalog.

**Four-Year Degree Plan**

- Applied Physics (p. 422)

**Bachelor of Arts in Physics: Applied Physics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 251</td>
<td>Foundations of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry I (or any course from the Interdisciplinary Science Core)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**

17

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 252</td>
<td>Foundations of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II (or any course from the Interdisciplinary Science Core)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**

17

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 253</td>
<td>Foundations of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**

17
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 351</td>
<td>Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 352</td>
<td>Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 353</td>
<td>Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 282</td>
<td>Several-Variable Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 412</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 413</td>
<td>Mechanics, Electricity, and Magnetism</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 431</td>
<td>Analog Electronics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 481</td>
<td>Design of Experiments</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 492</td>
<td>Research Project II</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>14-16</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 493</td>
<td>Research Project III</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>14-16</td>
</tr>
<tr>
<td><strong>Bachelor of Science in Physics: Applied Physics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
<td><strong>Credits</strong></td>
<td><strong>Milestones</strong></td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 251</td>
<td>Foundations of Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>MATH 251 Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WR 121 College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Winter        | PHYS 252 Foundations of Physics I                                    | 4       |
|               | PHYS 290 Foundations of Physics Laboratory                          | 1       |
|               | CH 222 General Chemistry II (or any course from the Interdisciplinary Science Core) | 4       |
|               | MATH 252 Calculus II                                                | 4       |
|               | WR 122 College Composition II                                        | 4       |
|               | **Credits**                                                          | **17**  |

| Spring        | PHYS 253 Foundations of Physics I                                    | 4       |
|               | PHYS 290 Foundations of Physics Laboratory                          | 1       |
|               | MATH 253 Calculus III                                               | 4       |
|               | General education course in arts and letters                        | 4       |
|               | General education course in social science                          | 4       |
|               | **Credits**                                                          | **17**  |

| Winter        | PHYS 353 Foundations of Physics II                                    | 4       |
|               | MATH 281 Several-Variable Calculus I                                 | 4       |
|               | General education course in social science                          | 4       |
|               | **Credits**                                                          | **16**  |

| Fall          | MATH 256 Introduction to Differential Equations                      | 4       |
|               | General education course in arts and letters                        | 4       |
|               | General education course that also satisfies a multicultural requirement | 4       |
|               | **Credits**                                                          | **16**  |

| Fall          | PHYS 391 Physics Experimentation Data Analysis Laboratory            | 4       |
|               | MATH 281 Several-Variable Calculus I                                 | 4       |
|               | General education course in social science                          | 4       |
|               | **Credits**                                                          | **16**  |

| Fall          | PHYS 351 Foundations of Physics II                                    | 4       |
|               | MATH 351 Foundations of Physics II                                    | 4       |
|               | General education course in arts and letters                        | 4       |
|               | General education course that also satisfies a multicultural requirement | 4       |
|               | **Credits**                                                          | **16**  |

| Winter        | PHYS 352 Foundations of Physics II                                    | 4       |
|               | MATH 351 Foundations of Physics II                                    | 4       |
|               | General education course in arts and letters                        | 4       |
|               | General education course that also satisfies a multicultural requirement | 4       |
|               | **Credits**                                                          | **16**  |

| Winter        | PHYS 353 Foundations of Physics II                                    | 4       |
|               | MATH 351 Foundations of Physics II                                    | 4       |
|               | General education course in arts and letters                        | 4       |
|               | General education course that also satisfies a multicultural requirement | 4       |
|               | **Credits**                                                          | **16**  |

| Fall          | PHYS 412 Mechanics, Electricity, and Magnetism                        | 4       |
|               | General education course in arts and letters                        | 4       |
|               | General education course that also satisfies a multicultural requirement | 4       |
|               | General education course in social science                          | 4       |
|               | **Credits**                                                          | **16**  |

| Winter        | PHYS 413 Mechanics, Electricity, and Magnetism                        | 4       |
|               | PHYS 431 Analog Electronics                                          | 4       |
|               | Elective courses                                                    | 8       |
|               | **Credits**                                                          | **16**  |

| Spring        | PHYS 432 Digital Electronics                                         | 4       |
|               | PHYS 491 Research Project I                                          | 2-4     |
|               | Elective courses                                                    | 8       |
|               | **Credits**                                                          | **14-16** |

| Fall          | PHYS 481 Design of Experiments                                       | 4       |
|               | **Total Credits**                                                   | **48**  |

| Winter        | PHYS 481 Design of Experiments                                       | 4       |
|               | **Total Credits**                                                   | **48**  |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>Fall</td>
<td>PHYS 412 Mechanics, Electricity, and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>PHYS 413 Mechanics, Electricity, and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS 431 Analog Electronics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

| Spring        | PHYS 432 Digital Electronics                                         | 4       |
|               | PHYS 491 Research Project I                                          | 2-4     |
|               | Elective courses                                                    | 8       |
|               | **Credits**                                                          | **14-16** |

| Fall          | PHYS 481 Design of Experiments                                       | 4       |
|               | **Total Credits**                                                   | **46-48** |

| Winter        | PHYS 481 Design of Experiments                                       | 4       |
|               | **Total Credits**                                                   | **48**  |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Year</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>Fall</td>
<td>PHYS 481 Design of Experiments</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>PHYS 481 Design of Experiments</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>
Elective courses 12

| Winter | | | | |
| --- | --- | --- | --- | |
| PHYS 492 | Research Project II | | | |
| Elective courses | | | | |
| Credits | 16 | | | |

| Spring | | | | |
| --- | --- | --- | --- | |
| PHYS 493 | Research Project III | | | |
| Elective courses | | | | |
| Credits | 14-16 | | | |

**Bachelor of Arts in Physics: Teaching Physics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 251</td>
<td>Foundations of Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry I (or any course from the Interdisciplinary Science Core)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 252</td>
<td>Foundations of Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II (or any course from the Interdisciplinary Science Core)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 253</td>
<td>Foundations of Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 351</td>
<td>Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 352</td>
<td>Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 353</td>
<td>Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 282</td>
<td>Several-Variable Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Science in Physics: Teaching Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 251</td>
<td>Foundations of Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 290</td>
<td>Foundations of Physics Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry I</td>
<td>4</td>
<td>(or any course from the Interdisciplinary Science Core)</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 420</td>
<td>Physics Demonstrations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II</td>
<td>4</td>
<td>(or any course from the Interdisciplinary Science Core)</td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 351</td>
<td>Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 420</td>
<td>Physics Demonstrations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CH 222</td>
<td>General Chemistry II</td>
<td>4</td>
<td>(or any course from the Interdisciplinary Science Core)</td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 51
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits**: 16

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 352</td>
<td>Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 391</td>
<td>Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 281</td>
<td>Several-Variable Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits**: 16

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 353</td>
<td>Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 282</td>
<td>Several-Variable Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits**: 16

**Total Credits**: 48

**Bachelor of Arts in Physics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 352</td>
<td>Digital Electronics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**: 14-16

**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 420</td>
<td>Physics Demonstrations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**: 16

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 409</td>
<td>Supervised Tutoring</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>PHYS 492</td>
<td>Research Project II</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**: 11-15

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 409</td>
<td>Supervised Tutoring</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>PHYS 493</td>
<td>Research Project III</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**: 11-15

**Total Credits**: 38-46
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education course in arts and letters</td>
<td>4</td>
</tr>
<tr>
<td>General Education course that also satisfies a multicultural requirement</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**: 48
## Bachelor of Science in Physics

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 251 Foundations of Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 290 Foundations of Physics Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CH 221 General Chemistry I (or any course from the Interdisciplinary Science Core)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 251 Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121 College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 252 Foundations of Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 290 Foundations of Physics Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CH 222 General Chemistry II (or any course from the Interdisciplinary Science Core)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 252 Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122 College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 253 Foundations of Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 290 Foundations of Physics Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH 253 Calculus III</td>
<td>4</td>
<td>General education course in arts and letters</td>
</tr>
<tr>
<td>General education course in social science</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 351 Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 391 Physics Experimentation Data Analysis Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 281 Several-Variable Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 352 Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 282 Several-Variable Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 353 Foundations of Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 256 Introduction to Differential Equations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 411 Mechanics, Electricity, and Magnetism</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

---

The University of Oregon
Winter

PHYS 412 Mechanics, Electricity, and Magnetism 4

Elective courses 12

Credits 16

Spring

PHYS 413 Mechanics, Electricity, and Magnetism 4

PHYS 422 Electromagnetism 4

Elective courses 8

Credits 16

Total Credits 48

Course Title Credits

Fourth Year

Fall

PHYS 414 Quantum Physics 4

Elective courses 12

Credits 16

Winter

PHYS 415 Quantum Physics 4

Elective courses 12

Credits 16

Spring

PHYS 417 Topics in Quantum Physics 4

Elective courses 12

Credits 16

Total Credits 48

- Master of Arts
- Master of Science: Physics
- Master of Science: Applied Physics
- Doctor of Philosophy

Graduate Studies

The Department of Physics offers graduate programs leading to the master of science degree in applied physics or to the master of arts (MA), master of science (MS), and doctor of philosophy (PhD) degrees in physics with a variety of opportunities for research. Current research areas include astronomy and astrophysics, biophysics, condensed matter physics, elementary particle physics, and optical physics.

The interdisciplinary Institute of Theoretical Science houses theoretical research in some of the above areas as well as in areas of overlap between chemistry and physics.

The Center for High Energy Physics conducts research in particle physics, much of it in laboratories outside Oregon.

The Materials Science Institute and the Oregon Center for Optics provide facilities, support, and research guidance for graduate students and postdoctoral fellows in the interdisciplinary application of concepts and techniques from both physics and chemistry to understanding physical systems.

Cooperative programs of study are possible in molecular biology through the Institute of Molecular Biology.

Pine Mountain Observatory

Pine Mountain Observatory, operated by the Department of Physics for research and advanced instruction in astronomy, is located thirty miles southeast of Bend, Oregon, off Highway 20 near Millican, at an altitude of 6,300 feet above sea level. The observatory has three telescopes—fifteen inches, twenty-four inches, and thirty-two inches in diameter—the largest governed by computer. All are Cassegrain reflectors. A wide-field CCD camera is available on the thirty-two-inch telescope. The site has an astronomers’ residence building and a caretaker’s house. Professional astronomical research is in progress at the observatory on every partially or totally clear night of the year, and the site is staffed year round.

Admission and Financial Aid

For admission to graduate study, a bachelor’s degree in physics or a related area is required with a minimum undergraduate grade point average (GPA) of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examinations (GRE), including the physics test, is required. Students from non-English-speaking countries must demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Information about the department and the Graduate Admission Application are available through the department’s website.

Financial aid in the form of graduate teaching or research fellowships (GTFs) is available on a competitive basis to PhD students. GTFs require approximately sixteen hours of work a week and provide a stipend and tuition waiver. New students are typically 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.

To ensure equal consideration for fall term admission, the deadline for applications for financial aid is January 15. Late applications for admission may be considered until July 15.

Degree Requirements

Entering students should consult closely with their assigned advisors. 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. Departmental requirements, outlined in a handbook for incoming students that is available in the department office and online, are summarized below.

Industrial Internships and the Applied Physics Master’s Degree

The applied physics master’s program leads to a professional MS degree, an alternative to the research-based PhD. It is designed to serve physics students whose primary interests lie in applied research and development rather than in basic research. An important component of this degree program is the industrial internship. These internships in local and regional industries are designed to enhance the ability of physics
graduates to obtain good jobs after graduation. Qualified students can complete this program in one year. Students must apply via the Materials Science Institute for admission to the industrial internship program, which is a prerequisite for admission to the master’s program in applied physics. Further information is available in the Research Centers and Institutes section of this catalog.

**Master of Science: Applied Physics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>500- or 600-level courses</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Industrial internship</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Additional graduate-level physics courses</td>
<td></td>
<td>11-19</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>45-53</strong></td>
</tr>
</tbody>
</table>

1 At least 9 credits of 600-level courses are required.

**Additional Requirements**

A grade of B– or better must be achieved in each course applied to the graded-credit total. The overall GPA in physics courses must be 3.00 or better.

Graduate School requirements, including time limits, must be satisfied.

Total credits required for the degree depend on the number of graded credits and internship credits the student earns. This allows flexibility in adjusting the balance between course work and the internship experience. The more graded credits a student earns, the fewer total credits are required for the degree. The minimum total required is 45 credits if the student earns 32 or more graded credits. The minimum required is 53 credits if the student earns only 24 graded credits. In general, 1 credit is added to the minimum total of 45 for each graded credit less than 32 a student earns. For example, a student who earns 28 graded credits needs a minimum total of 49 credits.

The internship requirement must be fulfilled through the industrial internship program. Internship credits are taken pass/no pass. A student typically earns 10 credits for every three months of full-time internship experience.

Graded credits must be selected from an approved departmental list. This list includes the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 581</td>
<td>Design of Experiments</td>
<td>4</td>
</tr>
</tbody>
</table>

Other 600-level physics courses qualify, but may require additional prerequisites. Some graduate-level courses in chemistry may qualify. Other courses may be added or substituted with the approval of the applied physics program advisor.

**Master of Science: Physics**

Typically this degree is based on course work and the master’s final examination. Detailed requirements can be found in the Graduate Student Handbook on the department’s website.

Candidates must either pass the combined graduate exam at the master’s level or submit a written thesis or take a program of specialized courses.

A combined graduate exam covering the four core subject areas—mechanics; electricity, magnetism, and optics; modern physics and quantum mechanics; and thermal and statistical physics—is used for both the master’s and doctoral qualifying examinations. For the master’s exam, a separate total score is obtained by removing, in each core area, the student’s problem with the lowest score. Material covered by the combined exam is primarily at the level of advanced undergraduate physics, but as much as one-third of the exam tests core graduate-level material. The examination is given twice a year, and master’s candidates must pass the examination by the end of summer session of their second year of graduate studies.

**Thesis Option**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>PHYS 503</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>PHYS 503</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 601</td>
<td>and Research: [Topic]</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Specified-Course Option**

The specified-courses option requires 40 graduate credits in physics, 36 of which must be selected from a list of courses approved by the department.

The master’s degree program is typically completed in four terms, unless sufficient transfer credits are available, in which case it can be obtained in three.

**Master of Arts**

Typically this degree is based on course work and the master’s final examination. Detailed requirements can be found in the Graduate Student Handbook on the department’s website.

Candidates must either pass the combined graduate exam at the master’s level or submit a written thesis or take a program of specialized courses.

A combined graduate exam covering the four core subject areas—mechanics; electricity, magnetism, and optics; modern physics and quantum mechanics; and thermal and statistical physics—is used for both the master’s and doctoral qualifying examinations. For the master’s exam, a separate total score is obtained by removing, in each core area, the student’s problem with the lowest score. Material covered by the combined exam is primarily at the level of advanced undergraduate physics, but as much as one-third of the exam tests core graduate-level material. The examination is given twice a year, and master’s candidates must pass the examination by the end of summer session of their second year of graduate studies.

**Thesis Option**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>PHYS 503</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>PHYS 503</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 601</td>
<td>and Research: [Topic]</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Specified-Course Option**

The specified-courses option requires 40 graduate credits in physics, 36 of which must be selected from a list of courses approved by the department.
The master’s degree program is typically completed in four terms, unless sufficient transfer credits are available, in which case it can be obtained in three.

In addition to all the preceding requirements, candidates for the master of arts (MA) degree must demonstrate foreign-language proficiency.

Doctor of Philosophy

The doctor of philosophy degree (PhD) in physics is based primarily on demonstrated knowledge of physics and doctoral dissertation research. PhD students must achieve qualifying scores on the master’s and doctoral combined examination, and are required to pass the qualifying exam by the end of the first term in their third year of study. Students also must take and pass the core graduate sequences, unless some of these are waived by the graduate director:

Core Sequences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 611–612</td>
<td>Theoretical Mechanics</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 613–614</td>
<td>Statistical Physics</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 622–623</td>
<td>Electromagnetic Theory</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 631–633</td>
<td>Quantum Mechanics</td>
<td>12</td>
</tr>
</tbody>
</table>

Breadth Requirements

Six breadth courses

Total Credits 32

1 Breadth courses can be chosen from several areas of physics and allied areas such as mathematics, chemistry, and biology. At least two of the courses must be in a sequence.

Next, students must locate an advisor and an advisory committee, who then administer a comprehensive oral examination testing whether the student is ready to undertake dissertation research. The heart of the PhD requirements is research leading to a doctoral dissertation.

Detailed information is available in the Graduate Student Handbook on the department’s website.

Courses

ASTR 121. The Solar System. 4 Credits.
Naked-eye astronomy, development of astronomical concepts, and the solar system.

ASTR 122. Birth and Death of Stars. 4 Credits.
The structure and evolution of stars.

ASTR 123. Galaxies and the Expanding Universe. 4 Credits.
Galaxies and the universe.

ASTR 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ASTR 321. Topics in Astrophysics. 4 Credits.
Problem solving of the orbits, kinematics, and dynamics of astronomical systems, structure and evolution of stars and galaxies. Pre- or coreq: MATH 252; PHYS 252 or equivalents.

PHYS 101. Essentials of Physics. 4 Credits.
Fundamental physical principles. Mechanics.

PHYS 102. Essentials of Physics. 4 Credits.
Fundamental physical principles. Heat, waves, and sound; electricity and magnetism.

PHYS 152. Physics of Sound and Music. 4 Credits.
Introduction to the wave nature of sound; hearing; musical instruments and scales; auditorium acoustics; and the transmission, storage, and reproduction of sound.

PHYS 153. Physics of Light, Color, and Vision. 4 Credits.
Light and color, their nature, how they are produced, and how they are perceived and interpreted.

PHYS 155. Physics behind the Internet. 4 Credits.
How discoveries in 20th-century physics mesh to drive modern telecommunications. Topics include electron mobility in matter, the development of transistors and semiconductors, lasers, and optical fibers.

PHYS 156M. Scientific Revolutions. 4 Credits.
Surveys several major revolutions in our views of the natural and technological world, focusing on scientific concepts and methodological aspects. For non-science majors. Multilisted with GEOL 156M.

PHYS 161. Physics of Energy and Environment. 4 Credits.
Practical study of energy generation and environmental impact, including energy fundamentals, fossil fuel use, global warming, nuclear energy, and energy conservation.

PHYS 162. Solar and Other Renewable Energies. 4 Credits.
Topics include photovoltaic cells, solar thermal power, passive solar heating, energy storage, geothermal energy, and wind energy.

PHYS 163. Nanoscience and Society. 4 Credits.
Explores the science behind scale-dependent properties of matter, focusing on its applications in futuristic nanotechnologies and the social and political issues that it raises.

PHYS 171. The Physics of Life. 4 Credits.
Explores how physical laws guide the structure, function, and behavior of living organisms, and examines the physical properties of biological materials. Topics span microscopic and macroscopic scales.

PHYS 181. Quantum Mechanics for Everyone. 4 Credits.
Introduction to quantum mechanics, a set of sometimes counterintuitive scientific principals describing atoms and light, along with the modern technologies it makes possible.

PHYS 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

PHYS 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

PHYS 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PHYS 201. General Physics. 4 Credits.
Introductory series. Mechanics and fluids. Prereq: MATH 112 or equivalent.

PHYS 202. General Physics. 4 Credits.

PHYS 203. General Physics. 4 Credits.

PHYS 204. Introductory Physics Laboratory. 2 Credits.
Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Sequence. Pre- or coreq: PHYS 201.
PHYS 205. Introductory Physics Laboratory. 2 Credits.
Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics.
Pre- or coreq: PHYS 202.

PHYS 206. Introductory Physics Laboratory. 2 Credits.
Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics.
Pre- or coreq: PHYS 203.

PHYS 251. Foundations of Physics I. 4 Credits.
Newtonian mechanics; units and vectors; one-dimensional motion; Newton's laws; work and energy; momentum and collisions. Sequence. Coreq: MATH 251; Prereq MATH 112 or equivalent.

PHYS 252. Foundations of Physics I. 4 Credits.
Vibrations and waves; oscillations; wave mechanics; dispersion; modes; introductory optics. Prereq: PHYS 251; coreq: MATH 253 or equivalent.

PHYS 253. Foundations of Physics I. 4 Credits.
Electricity and magnetism; charge and electric field; electric potential; circuits; magnetic field; inductance. Prereq: PHYS 252; coreq: MATH 252 or equivalent.

PHYS 290. Foundations of Physics Laboratory. 1 Credit.
Repeatable. Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Repeatable twice for maximum of 3 credits. Coreq: PHYS 251, 252 or 253.

PHYS 301. Physicists' View of Nature. 4 Credits.
Illustrates physics concepts through the work of prominent physicists. The classical view--mechanics, electrical science, thermal physics. Prereq: WR 122 or equivalent.

PHYS 351. Foundations of Physics II. 4 Credits.
Introduction to relativity and quantum physics with applications to atomic, solid-state, nuclear, and astro-particle systems. Prereq: MATH 253, PHYS 253; coreq: MATH 256 or 281.

PHYS 352. Foundations of Physics II. 4 Credits.
Thermodynamic systems; first and second laws; kinetic theory of gases; entropy. Sequence. Prereq: PHYS 351; coreq: MATH 281.

PHYS 353. Foundations of Physics II. 4 Credits.
Thermal radiation; Maxell-Boltzmann statistics; Fermi and Bose gases; phase transitions. Sequence. Prereq: PHYS 352; coreq: MATH 282.

PHYS 361. Modern Science and Culture. 4 Credits.
Examination of 19th century and early 20th century science in a cultural context.

PHYS 362. Biological Physics. 4 Credits.
Physical principles governing biological systems. Topics include molecular machines, DNA and other macromolecules, signaling and information transfer, entropic forces, and physical mechanisms of self-organization. Prereq: PHYS 351 or 353.

PHYS 391. Physics Experimentation Data Analysis Laboratory. 4 Credits.
Practical aspects of physics experimentation, including data acquisition, statistical analysis, and introduction to scientific programming, and use of Fourier methods for data analysis.

PHYS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PHYS 401. Research: [Topic]. 1-16 Credits.
Repeatable.

PHYS 403. Thesis. 1-12 Credits.
Repeatable.

PHYS 405. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

PHYS 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

PHYS 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

PHYS 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

PHYS 409. Supervised Tutoring. 1-3 Credits.
Repeatable.

PHYS 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

PHYS 411. Mechanics, Electricity, and Magnetism. 4 Credits.

PHYS 412. Mechanics, Electricity, and Magnetism. 4 Credits.

PHYS 413. Mechanics, Electricity, and Magnetism. 4 Credits.

PHYS 414. Quantum Physics. 4 Credits.
Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schroedinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Sequence. Prereq: PHYS 413.

PHYS 415. Quantum Physics. 4 Credits.
Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schroedinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Sequence. Prereq: PHYS 414.

PHYS 417. Topics in Quantum Physics. 4 Credits.
Perturbation theory, variational principle, time-dependent perturbation theory, elementary scattering theory. Prereq: PHYS 415.
PHYS 420. Physics Demonstrations. 4 Credits.
Focuses primarily on the resources, methods, and techniques for conveying an understanding of physics principles through physics demonstrations and laboratory experiments. Offered alternate years.
Prereq: PHYS 253.

PHYS 421M. Partial Differential Equations: Fourier Analysis I. 4 Credits.
Introduction to PDEs with a view towards applications in physics. Wave and heat equations, classical Fourier series on the circle, Bessel and Legendre series. Multilisted with MATH 421M.
Prereq: MATH 253; one from MATH 256, MATH 281.

PHYS 422. Electromagnetism. 4 Credits.
Study of electromagnetic waves. Topics include Maxwell's equations, wave equation, plane waves, guided waves, antennas, and other related phenomena.
Prereq: PHYS 413.

PHYS 424. Classical Optics. 4 Credits.
Geometrical optics, polarization, interference, Fraunhofer and Fresnel diffraction.
Prereq: PHYS 353.

PHYS 425. Modern Optics. 4 Credits.
Special topics in modern applied optics such as Fourier optics, coherence theory, resonators and lasers, holography, and image processing.
Prereq: PHYS 424.

PHYS 431. Analog Electronics. 4 Credits.
Prereq: PHYS 203 or equivalent; knowledge of complex numbers; MATH 256.

PHYS 432. Digital Electronics. 4 Credits.
Digital electronics including digital logic, measurement, signal processing and control. Introduction to computer interfacing.
Prereq: PHYS 203 or equivalent; MATH 253.

PHYS 481. Design of Experiments. 4 Credits.
Applies statistics to practical data analysis, data-based decision making, model building, and the design of experiments. Emphasizes factorial designs.

PHYS 491. Research Project I. 2-4 Credits.
For physics and other science majors, Physics Projects entails construction and use of apparatus, interfaces and computers to perform technically-sophisticated experiments, analyze and communicate results.
Prereq: PHYS 391 or PHYS 399.

PHYS 492. Research Project II. 2-4 Credits.
For physics and other science majors, Physics Projects entails construction and use of apparatus, interfaces and computers to perform technically-sophisticated experiments, analyze and communicate results.
Prereq: PHYS 491.

PHYS 493. Research Project III. 2-4 Credits.
For physics and other science majors, Physics Projects entails construction and use of apparatus, interfaces and computers to perform technically-sophisticated experiments, analyze and communicate results.
Prereq: PHYS 492.

PHYS 503. Thesis. 1-16 Credits.
Repeatable.

PHYS 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

PHYS 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

PHYS 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

PHYS 515. Quantum Physics. 4 Credits.
Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schroedinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Sequence. Only nonmajors may earn graduate credit.
Prereq: PHYS 414/514.

PHYS 517. Topics in Quantum Physics. 4 Credits.
Perturbation theory, variational principle, time-dependent perturbation theory, elementary scattering theory. Only nonmajors may earn graduate credit.
Prereq: PHYS 415/515.

PHYS 521M. Partial Differential Equations: Fourier Analysis I. 4 Credits.
Introduction to PDEs with a view towards applications in physics. Wave and heat equations, classical Fourier series on the circle, Bessel and Legendre series. Multilisted with MATH 521M.

PHYS 581. Design of Experiments. 4 Credits.
Applies statistics to practical data analysis, data-based decision making, model building, and the design of experiments. Emphasizes factorial designs.

PHYS 601. Research: [Topic]. 1-16 Credits.
Repeatable.

PHYS 603. Dissertation. 1-16 Credits.
Repeatable.

PHYS 604. Internship: [Topic]. 1-16 Credits.
Repeatable.
Coreq: good standing in applied physics master's degree program.

PHYS 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

PHYS 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

PHYS 607. Seminar: [Topic]. 1-4 Credits.
Repeatable. Recent topics include Astrophysics and Gravitation, Biophysics, Condensed Matter, High Energy Physics, Physics Colloquium, Theoretical Physics.

PHYS 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

PHYS 609. Supervised Tutoring. 1-3 Credits.
Repeatable.

PHYS 610. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

PHYS 611. Theoretical Mechanics. 4 Credits.
Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies. Sequence.

PHYS 612. Theoretical Mechanics. 2 Credits.
Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies. Sequence.
Prereq: PHYS 611.
**PHYS 613. Statistical Physics. 2 Credits.**

**PHYS 614. Statistical Physics. 4 Credits.**

**PHYS 622. Electromagnetic Theory. 4 Credits.**
Microscopic form of Maxwell's equations, derivation and solution of the wave equation, Lorentz covariant 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. Sequence. Prereq: PHYS 626.

**PHYS 626. Physical Optics with Labs. 4 Credits.**
Fundamentals of applied geometric and wave optics theory, reinforced through homework assignments, and explored in experiments conducted with lasers and optical components. Sequence with PHYS 627, PHYS 628.

**PHYS 627. Optical Materials and Devices. 4 Credits.**
Principles of quantum mechanics and solid-state physics relating to material properties of optoelectronic devices with corresponding laboratories teaching how to operate and characterize these devices. Sequence with PHYS 626, PHYS 628.

**PHYS 628. Laser and Nonlinear Optics with OpticStudio. 4 Credits.**
Introduction to the nature of laser and nonlinear optics and the practical systems that utilize these phenomena with computational simulations using Zemax OpticStudio software. Sequence with PHYS 626, PHYS 627.

**PHYS 631. Quantum Mechanics. 4 Credits.**

**PHYS 632. Quantum Mechanics. 4 Credits.**

**PHYS 633. Quantum Mechanics. 4 Credits.**

**PHYS 634. Advanced Quantum Mechanics. 4 Credits.**
Time-dependent formulation of scattering, relativistic equations and solutions, hole theory, symmetry properties, second quantization, Fock space.

**PHYS 661. Elementary Particle Phenomenology. 4 Credits.**
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. Sequence. Prereq: PHYS 633.

**PHYS 662. Elementary Particle Phenomenology. 4 Credits.**
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. Sequence. Prereq: PHYS 661.

**PHYS 665. Quantum Field Theory. 4 Credits.**

**PHYS 666. Quantum Field Theory. 4 Credits.**

**PHYS 671. Solid State Physics. 4 Credits.**
Crystalllography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Sequence. Prereq: PHYS 633.

**PHYS 672. Solid State Physics. 4 Credits.**
Crystalllography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Sequence. Prereq: PHYS 671.

**PHYS 674. Theory of Condensed Matter. 4 Credits.**
Advanced topics include quantum and statistical description of many-particle systems, electronic structure, elementary excitations in solids and fluids, critical phenomena, statics and dynamics of soft condensed matter. Topics and emphasis vary. Prereq: PHYS 673.

**PHYS 675. Theory of Condensed Matter. 4 Credits.**
Advanced topics include quantum and statistical description of many-particle systems, electronic structure, elementary excitations in solids and fluids, critical phenomena, statics and dynamics of soft condensed matter. Topics and emphasis vary. Prereq: PHYS 674.

**PHYS 676. Semiconductor Device Physics. 4 Credits.**
Introduction to the theory behind semiconductors. Elementary theory of inorganic solids; electronic structures and transport properties. Basic theory of devices including diodes, transistors, mosfets, and optoelectronic devices. Offered only in summer. Sequence with PHYS 678M, PHYS 679M. Multilisted with CH 677M.

**PHYS 677M. Semiconductor Processing and Characterization Technology. 4 Credits.**
Introduction to the techniques required to make semiconductors and test their properties. Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices. Offered only in summer. Sequence with PHYS 677M, PHYS 679M. Multilisted with CH 678M. Prereq: PHYS 677M.
Politics 679M. Device Processing and Characterization Laboratory. 4 Credits.
Students use theory and techniques learned to design, fabricate, and test a device that performs a specific function, with an emphasis on wafer processing and device realization. Offered only in summer. Sequence with PHYS 677M, PHYS 678M. Multilisted with CH 679M.
Prereq: PHYS 678M.

PHYS 684. Quantum Optics and Laser Physics. 4 Credits.
Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Sequence.
Prereq: PHYS 684 or equivalent.

PHYS 685. Quantum Optics and Laser Physics. 4 Credits.
Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Sequence.
Prereq: PHYS 684; coreq PHYS 631.

PHYS 686. Quantum Optics and Laser Physics. 4 Credits.
Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Sequence.
Prereq: PHYS 685; coreq: PHYS 632.

Political Science
Craig Parsons, Department Head
541-346-4864
541-346-4860 fax
936 Prince Lucien Campbell Hall
1284 University of Oregon
Eugene, Oregon 97403-1284
polisci@uoregon.edu

The Department of Political Science offers a broad range of courses organized in six traditional subfields of political science, each with their own designated faculty members: comparative politics, formal theory and methodology, international relations, public policy, political theory, and United States politics. Faculty members employ varied theoretical and methodological approaches but share the pursuit of answers to questions with real-world implications. Political science majors or minors gain a thorough understanding of how power, politics, and people converge. To add depth and context to academic offerings, the department sponsors distinguished speakers—experts in fields such as foreign policy, political theory, and international relations.

Careers
An undergraduate degree in political science provides a strong foundation for any number of career choices. With the analytical and communication skills mastered while earning a political science degree, students may pursue a career in government at the local, state, or federal levels, at nonprofit organizations, nongovernmental organizations, or private industries. Recent surveys indicate that students who combine university studies with either work or internships in local government agencies are more likely than majors without such experience to obtain government employment after graduation.

Political science graduates may also continue on to graduate education, especially in the fields of law, international studies, business administration, or advanced studies in political science.

Faculty
Yvette Alex-Assensoh, professor (immigration, racial politics); vice president for equity and inclusion. BA, 1988, Columbia; MA, 1991, PhD, 1993, Ohio State; JD, 2006, Indiana, Bloomington. (2012)


Dennis C. Galvan, professor (Africa, development, comparative politics); vice provost for international affairs. See International Studies.


The Department of Political Science offers a program leading to a bachelor of science (BS) or a bachelor of arts (BA) degree. This program is designed to

1. provide a systematic understanding of the political process
2. provide a basic background for students preparing for careers in local, state, and national government as well as in law, journalism, and teaching
3. prepare students for graduate work leading to professional careers in political science

Bachelor's Degree

Courses at the 100 and 200 levels are introductory, basic to building a major in political science. Courses at the 300 level introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level. A minimum of 32 credits must be upper division.

At the discretion of the instructor, certain 300- and 400-level courses may have prerequisites. Students are advised to have at least 8 credits in political science before taking 400-level courses.

Undergraduate majors focus their study in four subfields: comparative politics, international relations, political theory, and United States politics.

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower division course in comparative politics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lower division course in international relations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lower division course in United States politics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Course in political theory (any level)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper division course in one subfield</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper division course in a second subfield</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper division course in a third subfield</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper division writing-intensive course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Additional upper-division courses</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>48</td>
</tr>
</tbody>
</table>

1 A minimum of two 400-level courses are required. A complete list of courses and their assigned subfields is available on the department website. Course subfields are also indicated by notes in the class schedule.

2 A list of courses designated as "writing-intensive" is available on the department website and indicated by a note in the class schedule.

Additional Requirements

The 48 credits that satisfy major requirements must be taken for letter grades and passed with C– or better with the exception that one course (as many as 4 credits) may be taken pass/no pass (P/N). Courses such as Thesis (PS 403) and Honors Thesis Prospectus (PS 411) are offered pass/no pass only and may be applied to the 48 credits. Credits earned in Practicum: [Topic] (PS 409) may not be applied to the major.

No more than a total of 16 credits in Research: [Topic] (PS 401), Thesis (PS 403), Internship: [Topic] (PS 404), Reading and Conference: [Topic] (PS 405), Workshop: [Topic] (PS 408), Honors Thesis Prospectus (PS 411), and Overseas Study: Internships (OINT 488) may be applied toward the 48-credit requirement. These courses do not fulfill a subfield requirement. Overseas Study: Internships (OINT 488) is subject to preapproval by the political science department.

No more than 8 credits of Internship: [Topic] (PS 404) or Overseas Study: Internships (OINT 488) may be applied toward the 48 credits. This work must be done under the direction of a faculty member who, prior
to registration, must approve and set up academic criteria to evaluate the work. Credit for these courses must be earned at the University of Oregon.

Work completed in Special Studies: [Topic] (PS 199) or Special Studies: [Topic] (PS 399), Seminar: [Topic] (PS 407), or Experimental Course: [Topic] (PS 410) may be included in the 48-credit requirement and counted toward a subfield requirement.

UO bachelor's degree requirements also apply.

**Bachelor of Science Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower division course in comparative politics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lower division course in international relations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lower division course in United States politics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Course in political theory (any level)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper division course in one subfield</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Upper division course in a second subfield</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Upper division course in a third subfield</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Upper division writing-intensive course</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Additional upper-division courses</td>
<td>16</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

1 A minimum of two 400-level courses are required. A complete list of courses and their assigned subfields is available on the department website. Course subfields are also indicated by notes in the class schedule.

2 A list of courses designated as “writing-intensive” is available on the department website and indicated by a note in the class schedule.

**Additional Requirements**
The 48 credits that satisfy major requirements must be taken for letter grades and passed with C– or better with the exception that one course (as many as 4 credits) may be taken pass/no pass (P/N). Courses such as Thesis (PS 403) and Honors Thesis Prospectus (PS 411) are offered pass/no pass only and may be applied to the 48 credits. Credits earned in Practicum: [Topic] (PS 409) may not be applied to the major.

No more than a total of 16 credits in Research: [Topic] (PS 401), Thesis (PS 403), Internship: [Topic] (PS 404), Reading and Conference: [Topic] (PS 405), Workshop: [Topic] (PS 408), Honors Thesis Prospectus (PS 411), and Overseas Study: Internships (OINT 488) may be applied toward the 48-credit requirement. These courses do not fulfill a subfield requirement. Overseas Study: Internships (OINT 488) is subject to preapproval by the political science department.

No more than 8 credits of Internship: [Topic] (PS 404) or Overseas Study: Internships (OINT 488) may be applied toward the 48 credits. This work must be done under the direction of a faculty member who, prior to registration, must approve and set up academic criteria to evaluate the work. Credit for these courses must be earned at the University of Oregon.

Work completed in Special Studies: [Topic] (PS 199) or Special Studies: [Topic] (PS 399), Seminar: [Topic] (PS 407), or Experimental Course: [Topic] (PS 410) may be included in the 48-credit requirement and counted toward a subfield requirement.

UO bachelor's degree requirements also apply.

**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 20 credits in upper-division graded political science courses must be completed in residence at the University of Oregon to qualify for a BA or BS degree in political science. Transfer students must meet the subfield distribution requirement.

**Second Bachelor's Degree or Second Major**

Students who want to earn a second bachelor’s degree or a second or double major in political science must complete 48 credits in political science, as outlined under Bachelor of Arts Degree Requirements (p. 437) or Bachelor of Science Degree Requirements (p. 438). Students who are considering a second bachelor's degree and have prior political science credits should consult with the undergraduate advisor, John Davidson. Some of these prior credits may not be applicable to the second bachelor's degree.

**Honors in Political Science**

Political science majors who have reached junior standing and meet GPA minimums are eligible to graduate with honors. The honors program spans the spring term of a student's junior year to the spring term of the senior year. GPA minimums must be maintained to participate—an overall grade point average for UO and transfer credits of at least 3.50, plus a 3.70 GPA or above in the political science major. Students must successfully complete Honors Thesis Prospectus (PS 411) during fall term of the academic year in which the thesis is completed, then complete 4 credits in Thesis (PS 403) in the following winter term. Honors students select a thesis advisor and reader; the advisor supervises and grades the thesis course. The thesis advisor and reader determines if the thesis is approved for honors distinction after eligibility is determined prior to graduation.

**Minor Requirements**

<table>
<thead>
<tr>
<th>Political science courses</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division political science courses</td>
<td>16</td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

1 Only 6 credits may be in Research: [Topic] (PS 401), Reading and Conference: [Topic] (PS 405), and Workshop: [Topic] (PS 408).

All credits must be taken for letter grades and passed with grades of C– or better. As many as 8 credits may be transferred from another institution.

Thesis (PS 403), Internship: [Topic] (PS 404), Practicum: [Topic] (PS 409), Honors Thesis Prospectus (PS 411), and Overseas Study: Internships (OINT 488) do not count toward the minor. The minor in political science does not have a subfield requirement.

**Kindergarten through Secondary Teaching**

Students who complete a degree with a major in political science are eligible to apply to the College of Education’s fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available in the College of Education section of this catalog.
# Four-Year Degree Plan
## Bachelor of Arts in Political Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 100–200 level course</td>
<td>Students should ensure enrollment in subfield and writing-intensive requirements. Courses that apply to subfield and writing-intensive requirements are indicated by notes in the Class Schedule. Meet with the political science academic advisor to be sure you are on target.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second term of first-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122 or 123</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 100–200 level course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third term of first-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Multicultural course in American cultures or international cultures</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 100–200 level course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 100–400 political theory course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 300–400 level course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>Consider pursuing an internship. Students may receive credit for internship participation in PS 406. See eligibility details at polisci.uoregon.edu</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-education science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 300–400 level course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural course in American cultures or international cultures</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 300–400 level course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 300–400 level course</td>
<td>Consider applying for the honors program. See eligibility details at polisci.uoregon.edu.</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 300–400 level course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 48

### Course Title Credits Milestones

#### Fourth Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 400-level course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>12</td>
<td></td>
<td>Enroll in PS 411 if participating in the honors program.</td>
</tr>
</tbody>
</table>

**Credits** 16

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 400-level course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>12</td>
<td></td>
<td>Enroll in PS 403 if participating in the honors program.</td>
</tr>
</tbody>
</table>

**Credits** 16

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 300–400 level course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-education arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

### Bachelor of Science in Political Science

#### Course Title Credits Milestones

**First Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 106</td>
<td>University Mathematics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 100–200 level course</td>
<td>4</td>
<td></td>
<td>Students should ensure enrollment in subfield and writing-intensive requirements. Courses that apply to subfield and writing-intensive requirements are indicated by notes in the Class Schedule. Meet with the political science academic advisor to be sure you are on target.</td>
</tr>
</tbody>
</table>

**Credits** 16

**Second Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 100–400 level political theory course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>General-education social science group-satisfying courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>General-education arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 300–400 level course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural course in American cultures or international cultures</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>General-education social science group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 300–400 level course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>General-education arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>General-education social studies group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Elective courses 4

**Credits** 16

**Total Credits** 48
The Department of Political Science offers a graduate program of studies leading to the master of arts (MA), master of science (MS), and doctor of philosophy (PhD) degrees. The program is designed to prepare students for teaching, research, and government or other public service, and to enable them to understand and participate in public affairs.

Members of the faculty offer advanced courses and seminars across the major fields of political science. Graduate student participation in joint faculty-student research and interdepartmental research projects is common on a wide range of topics.

### Admission

Successful applicants usually meet or exceed the following admission requirements for the master’s and doctoral degree programs:

1. Official transcripts showing a grade point average (GPA) of 3.00 or higher for all undergraduate and graduate academic work
2. Official scores on the Graduate Record Examinations (GRE) taken within the last five years, with a combined verbal and quantitative score of 300.
3. International students from non-English-speaking countries must submit results from one of the following standardized language tests: Test of English as a Foreign Language (TOEFL) with a minimum score of 575 (paper-based) or 88 (Internet-based); International English Language Testing System (IELTS) with a minimum score of 7.0
4. A statement of purpose prepared by the student
5. Recommendations from at least three teachers from whom courses have been taken
6. Other evidence that may be 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

Application information and information about the graduate program and graduate employee appointments may be obtained by visiting the department’s website. The deadline for fall term admission and graduate employee appointment applications is February 1.

### Master’s Degree Program

The master’s degree program prepares students for professional careers in teaching and research. Two years is the typical period for completing the program.

### Master of Arts Degree Requirements

- Completion of 45 credits of graduate course work
- Completion of required courses as specified by the department
• Demonstrated proficiency in qualitative and quantitative research methods
• Completion of a master’s degree thesis

Master of Science Degree Requirements
• Completion of 45 credits of graduate course work
• Completion of required courses as specified by the department
• Demonstrated proficiency in qualitative and quantitative research methods
• Completion of a master’s degree thesis

See the Graduate School section of this catalog for the distinction between MS and MA degree requirements.

Doctoral Program
This program is designed to allow the well-prepared student to complete course requirements for the PhD in two years of full-time study. Students complete a research paper in their second year and take comprehensive examinations during their third year, followed by preparation of a dissertation. Requirements for the PhD in political science include the following:

1. Completion of 100 credits (18 credits are for dissertation) beyond the bachelor’s degree. Research: [Topic] (PS 601) and Reading and Conference: [Topic] (PS 605) may be taken pass/no pass. All other course work must be taken for letter grades
2. Completion of State of the Discipline (PS 620), to be taken the first time it is offered
3. Demonstrated proficiency in quantitative and qualitative research methods
4. Completion of a research paper no later than the sixth term of enrollment (excluding summer)
5. Completion of required seminars in the two area fields in which the student takes comprehensive examinations. Students should take these seminars as early as possible, and prior to examination
6. Passing two comprehensive examinations: one major field and one minor field, selected from the list below. Each field comprises several themes from which the student must choose a subset
   • classical and contemporary political theory
   • comparative politics
   • formal theory and methodology
   • international relations
   • public policy
   • United States politics
7. After passing the comprehensive examinations, completion of 18 credits in Dissertation (PS 603), to be taken while completing the PhD dissertation
8. Defense of the written dissertation in an oral examination

A complete description of graduate requirements, including an explanation of themes and field requirements, is available on the department website (http://polisci.uoregon.edu).

Courses
PS 100. Temporary Group-Satisfying Course. 4 Credits.
PS 101. Modern World Governments. 4 Credits.
Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, Russia, China, and selected nations in Africa and Latin America.
PS 102. Thinking Like a Social Scientist. 4 Credits.
Illustrates how the ways social scientists think—using quantitative, qualitative, and interpretive methods—help to sharpen thinking for many contexts and careers.
PS 104. Problems in United States Politics. 4 Credits.
Current policy issues in American politics (e.g., unemployment, education, crime).
PS 106. Power, Politics, and Inequality. 4 Credits.
Examines power and politics through the lens of inequality, focusing on the constant struggle between the haves and the have-nots.
PS 109. Politics, Science, and the Body. 4 Credits.
An interdisciplinary examination of the scientific and biological explanations of poverty and social inequality in the United States, historically and in the present day.
PS 111. Introduction to Political Science. 4 Credits.
Offers students the tools to think for themselves about politics: multiple ideological and analytical viewpoints on varying political arrangements around the world.
PS 199. Special Studies: [Topic]. 1-5 Credits.
Topics vary from year to year. Repeatable when topic changes.
PS 201. United States Politics. 4 Credits.
Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States.
PS 203. State and Local Government. 4 Credits.
Compares political behavior, governmental institutions, and public policies in American states; special attention given to Oregon.
PS 204. Introduction to Comparative Politics. 4 Credits.
Major concepts and approaches in the study of comparative government and politics.
PS 205. Introduction to International Relations. 4 Credits.
Introduction to theoretical and methodological tools for the analysis of world politics.
PS 208. Introduction to the Tradition of Political Theory. 4 Credits.
Selected issues in political theory such as political obligation, rationality, diversity, and relativism. Covers contemporary and classical theories.
PS 225. Political Ideologies. 4 Credits.
Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism.
PS 230. Introduction to Urban Politics. 4 Credits.
Conflicts in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; black politics.
PS 260. Public Policy and Democracy. 4 Credits.
Explores how American political ideals, interests, institutions, and history shape public policy, focusing on issues such as education, immigration, welfare, and civil liberties.
PS 275. Legal Process. 4 Credits.
Overview of the United States legal system. Covers a range of sociolegal writing and provides a context for the legal system under which the U.S. operates.

PS 297. Introduction to Environmental Politics. 4 Credits.
United States environmental policy and alternative environmental political futures.

PS 301. Art and the State. 4 Credits.
Comparative analysis of issues raised by state intervention in production and distribution of art: censorship, artistic freedom, ideological domination, regulation of artistic marketplace, cultural imperialism.

PS 308. United States Political Thought. 4 Credits.

PS 310. Roots of Democracy. 4 Credits.
Examines modern conceptions of democracy, citizenship, legality, virtue, equality, and political order, which grew out of ideas initially developed in ancient Greek city-states. Special attention given to ideas of active citizenship.

PS 311. Sovereignty and Revolution. 4 Credits.
Examines contemporary conceptions of politics springing from European debates about the power of kings, law, and the people. Considers key textual moments in the process by which modern conceptions of democracy emerged.

PS 312. Shadows of Modernity. 4 Credits.
Explores the distinct critiques of modernity offered by John Stuart Mill, Karl Marx, Friedrich Nietzsche, Michel Foucault, and Sigmund Freud. Concepts explored include liberalism, capitalism, power, morality, and the unconscious.

PS 320. International Organization. 4 Credits.
Studies efforts by states to cooperate in an effort to avoid or resolve conflict in the realms of security, trade, human rights, and the environment.

PS 321. Introduction to Political Economy. 4 Credits.
Systematic comparison of markets and political processes and their outcomes.

PS 324. European Politics. 4 Credits.
Overview of the formation and current dynamics of national politics in Western Europe.

PS 326. United States Foreign Policy I. 4 Credits.
Basic concepts underlying the formulation and implementation of United States foreign policy; relationships between American society and foreign policy; the relationship of the U.S. to its international environment.

PS 330. Governments and Politics in Latin America. 4 Credits.
Social, political, and economic developments in Latin America; causes and consequences of revolutions, democratization, economic politics; examples from Mexico, Brazil, Chile, Argentina, Cuba, Guatemala, Venezuela. Offered alternate years.

PS 337. The Politics of Development. 4 Credits.
Presents alternative perspectives on key north-south issues: trade, aid, foreign investment, debt, and the environment. Includes such institutions as the International Monetary Fund, World Bank, and World Trade Organization.

PS 340. International Political Economy. 4 Credits.
Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. EC 201, 202, or PS 205 recommended preparation.

PS 342. Politics of China. 4 Credits.

PS 345. Southeast Asian Politics. 4 Credits.
Surveys major themes in contemporary Southeast Asian politics, including nation-state building, economic development, authoritarianism and democracy, and religious and ethnic politics.

PS 346. Terrorism and Weapons Proliferation. 4 Credits.
Examines causes and control of terrorism, especially preventing terrorist use of weapons of mass destruction; theories and policies of nonproliferation and arms control.

PS 347. Political Power, Influence, and Control. 4 Credits.
Survey of the use of the concept of power in the social sciences, stressing diverse theoretical perspectives and empirical studies of political institutions.

PS 348. Women and Politics. 4 Credits.
Examines the political role of women and questions of equality in the U.S. from historical and contemporary perspectives. Topics may include voting, welfare, reproductive rights, and representation.

PS 349. Mass Media and American Politics. 4 Credits.
The role of the mass media in contemporary American politics; the effect of the media on such institutions as political parties, elections, and the presidency.

PS 350. Politics and Film. 4 Credits.
Examines the political relevance of films and their role as a medium for illustrating, defending, and challenging political ideas.

PS 351. Democratic Dilemmas. 4 Credits.
Core course for the Wayne Morse Scholars Program, exploring significant political and policy challenges confronting our representative democracy.

PS 352. Political Parties and Elections. 4 Credits.
Overview of current developments in political parties and interest groups in the United States.

PS 355. Oregon Government and Politics. 4 Credits.
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.

PS 367. Science and Politics of Climate Change. 4 Credits.
Understanding the causes, impacts, policies, and politics of global climate change from natural and social science perspectives.

PS 368. Gender in the Law. 4 Credits.
Examines the role courts have played in framing and shaping policies where gender is a central feature with a focus on reproductive rights, pregnancy and abortion, domestic violence, rape, family issues, prostitution, and sexual harassment. Offered alternate years.

PS 369. Southern Politics. 4 Credits.
Explores the economic, social, and political aspects of life in the 20th-century US South.

PS 374. Politics of the Middle East. 4 Credits.
Provides an overview of current political developments in the Middle East.
PS 375. Race, Politics, and the Law. 4 Credits.
Examines the development and transformation of race-based domination and resistance in the United States by examining the intersection of policy and law.

PS 377. Gods and Governments. 4 Credits.
Examines the politics of religion in a contemporary global context.

PS 378. Games in Politics. 4 Credits.
Politics viewed as strategic interactions among politicians, voters, and countries; focuses on how to model these interactions using tools of game theory.

PS 380. Gender and Politics in Developing Countries. 4 Credits.
Examines gender politics in the developing world and efforts to help women. Topics include female genital cutting, violence against women, economic development, microfinance, migration, trafficking. Offered alternate years.

PS 386. United States Social Movements and Political Change. 4 Credits.
Causes and consequences of American social movements. Considers theoretical perspectives. Topics may include agrarian populism, labor movement, civil rights movement, the women's movement, and identity politics.

PS 390. American Indian Politics. 4 Credits.
Examination of the political and constitutional status of American Indian tribes in the United States, with some comparison to Canada. Focus on history, current policy, and potential futures.

PS 399. Special Studies: [Topic]. 1-5 Credits.
Topics vary from year to year. Repeatable when topic changes.

PS 401. Research: [Topic]. 1-15 Credits.
Repeatable.

PS 403. Thesis. 1-12 Credits.
Repeatable.

PS 404. Internship: [Topic]. 1-2 Credits.
Repeatable once for a maximum of four credits.

PS 405. Reading and Conference: [Topic]. 1-15 Credits.
Repeatable.

PS 406. Field Studies: [Topic]. 1-5 Credits.
Repeatable for maximum of 10 credits.

PS 407. Seminar: [Topic]. 1-4 Credits.
Offerings vary from year to year, depending on student need and faculty interests. Repeatable when topic changes.

PS 408. Workshop: [Topic]. 1-21 Credits.
Repeatable when title changes.

PS 409. Practicum: [Topic]. 1-3 Credits.
Repeatable.

PS 410. Experimental Course: [Topic]. 1-4 Credits.
Offerings vary from year to year, depending on student need and faculty interests. Repeatable when topic changes.

PS 411. Honors Thesis Prospectus. 1 Credit.
Prepares students for writing the senior honors thesis in political science. Provides guidance in framing a suitable topic, conducting preliminary research, and writing a prospectus. Prereq: majors with honors standing.

PS 433. Marxism and Radical Thought. 4 Credits.
Surveys utopian socialist thought, anarchism, Marxism, and Leninism. Central themes include the nature of radical theory, the role of the state, human nature and the new society.

PS 440. Causes and Prevention of War. 4 Credits.
Surveys theories of causes of war; focuses on major theories of prevention; case studies from World War I, World War II, and other wars.

Introduction to quantitative analysis, concepts and methods of empirical research, applied statistical data analysis in political science. Methods include descriptive statistics, bivariate correlation, and regression techniques.

PS 446. Methods for Politics and Policy Analysis II. 4 Credits.
Survey of multivariate model building for political analysis. Multiple regression, discrete-variable techniques, recursive systems, and cross-level analysis. Application of these techniques to concrete political problems. Prereq: PS 445/545.

PS 449. Racial Politics in the United States. 4 Credits.
Considers how race has interacted with political development in the U.S. from the New Deal to the present.

PS 455. Theories of International Politics. 4 Credits.
Competing theories of international relations and strategies for testing the theories.

PS 458. Feminist Political Theories. 4 Credits.
Examines the relationship between feminism, gender, and the state. Offered alternate years.

PS 460. Political Economy of East Asia. 4 Credits.
Examines the political economy of East Asia, with a focus on states, markets, and social classes during economic transformation. Offered alternate years.

PS 465. LGBT Rights in the Courts. 4 Credits.
Analyzes the role of legal advocates and the courts in advancing and curtailing lesbian, gay, bisexual, and transgender rights with a focus on relationship recognition, parenting, employment, housing, military, education, and health care. Offered alternate years.

PS 466. Civil Rights in Post-Warren Era. 4 Credits.
Analyzes development in civil rights advocacy in the United States since the heyday of the Warren Court. Focuses primarily on developments in race, gender, disability, and sexuality. Offered alternate years.

PS 467. The United States Presidency. 4 Credits.
An ambivalent view of the presidency as the key institution in the United States political system: source of great good but also of great harm.

PS 468. Congress. 4 Credits.
Study of Congress as an institution: congressional elections, the committee system, and the internal distribution of influence; relations with the President and the Supreme Court.

PS 470. Constitutional Law. 4 Credits.
Surveys how the U.S. Constitution works as a structure for government. Addresses how the federal courts interact within the U.S. system of government.

PS 471. Intergenerational Justice. 4 Credits.
Examines the ethical and legal obligations that exist between earlier and later generations within a political society.
PS 472. Matters of Life and Death. 4 Credits.
Examines the right to life from political, legal, and philosophical perspectives. Considers abortion, capital punishment, assisted suicide, just-war theory, and animal rights.

PS 475. Politics of the European Union. 4 Credits.
Surveys the historical development and current workings of the European Union's major institutions and policies. Offered alternate years.

PS 477. International Environmental Politics. 4 Credits.
How nations solve international environmental problems. Explores major problems, processes, and current debates. Evaluates existing treaties through case studies.

PS 479. U.S. Interventions in Developing Nations. 4 Credits.
Examines theories of intervention: security, economic imperialism, humanitarian intervention, spreading democracy, domestic politics; over thirty-seven U.S. interventions since 1898 are surveyed.

PS 480. Introduction to Rational Choice. 4 Credits.
Introduces the paradigm of rational choice and game theory that is of special significance to politics.

PS 484. United States Supreme Court. 4 Credits.
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.

PS 485. Civil Rights and Civil Liberties. 4 Credits.
Overview of the role of rights in the United States legal system. Particular emphasis on the role of freedom and equality in a federal system.

PS 491. Politics of Everyday Life. 4 Credits.
Examines how we try to influence each other's behaviors in the course of everyday life. Readings from several disciplines.

PS 495. United States Political Economy. 4 Credits.
Examines United States political-economic institutions from a comparative and historical perspective. Topics include rise and fall of mass production, labor and the law, and regional development.

PS 503. Thesis. 1-16 Credits.
Repeatable.

PS 507. Seminar: [Topic]. 1-4 Credits.
Repeatable. Offerings vary from year to year, depending on student needs and faculty interests.

PS 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

PS 510. Experimental Course: [Topic]. 1-4 Credits.
Offerings vary from year to year, depending on student needs and faculty interests. Repeatable when topic changes.

PS 533. Marxism and Radical Thought. 4 Credits.
Surveys utopian socialist thought, anarchism, Marxism, and Leninism. Central themes include the nature of radical theory, the role of the state, human nature and the new society.

PS 540. Causes and Prevention of War. 4 Credits.
Surveys theories of causes of war; focuses on major theories of prevention; case studies from World War I, World War II, and other wars.

PS 545. Methods for Politics and Policy Analysis I. 4 Credits.
Introduction to quantitative analysis, concepts and methods of empirical research, applied statistical data analysis in political science. Methods include descriptive statistics, bivariate correlation, and regression techniques.

PS 546. Methods for Politics and Policy Analysis II. 4 Credits.
Survey of multivariate model building for political analysis. Multiple regression, discrete-variable techniques, recursive systems, and cross-level analysis. Application of these techniques to concrete political problems.

PS 549. Racial Politics in the United States. 4 Credits.
Considers how race has interacted with political development in the U.S. from the New Deal to the present.

PS 555. Theories of International Politics. 4 Credits.
Competing theories of international relations and strategies for testing the theories.

PS 558. Feminist Political Theories. 4 Credits.
Examines the relationship between feminism, gender, and the state. Offered alternate years.

PS 560. Political Economy of East Asia. 4 Credits.
Examines the political economy of East Asia, with a focus on states, markets, and social classes during economic transformation.

PS 565. LGBT Rights in the Courts. 4 Credits.
Analyzes the role of legal advocates and the courts in advancing and curtailing lesbian, gay, bisexual, and transgender rights with a focus on relationship recognition, parenting, employment, housing, military, education, and health care. Offered alternate years.

PS 566. Civil Rights in Post-Warren Era. 4 Credits.
Analyzes development in civil rights advocacy in the United States since the heyday of the Warren Court. Focuses primarily on developments in race, gender, disability, and sexuality. Offered alternate years.

PS 567. The United States Presidency. 4 Credits.
An ambivalent view of the presidency as the key institution in the United States political system: source of great good but also of great harm.

PS 568. Congress. 4 Credits.
Study of Congress as an institution: congressional elections, the committee system, and the internal distribution of influence; relations with the President and the Supreme Court.

PS 570. Constitutional Law. 4 Credits.
Surveys how the U.S. Constitution works as a structure for government. Addresses how the federal courts interact within the U.S. system of government.

PS 571. Intergenerational Justice. 4 Credits.
Examines the ethical and legal obligations that exist between earlier and later generations within a political society.

PS 572. Matters of Life and Death. 4 Credits.
Examines the right to life from political, legal, and philosophical perspectives. Considers abortion, capital punishment, assisted suicide, just-war theory, and animal rights.

PS 575. Politics of the European Union. 4 Credits.
Surveys the historical development and current workings of the European Union's major institutions and policies. Offered alternate years.

PS 577. International Environmental Politics. 4 Credits.
How nations solve international environmental problems. Explores major problems, processes, and current debates. Evaluates existing treaties through case studies.

PS 579. U.S. Interventions in Developing Nations. 4 Credits.
Examines theories of intervention: security, economic imperialism, humanitarian intervention, spreading democracy, domestic politics; over thirty-seven U.S. interventions since 1898 are surveyed.
PS 584. United States Supreme Court. 4 Credits.
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.

PS 585. Civil Rights and Civil Liberties. 4 Credits.
Overview of the role of rights in the United States legal system. Particular
emphasis on the role of freedom and equality in a federal system.

PS 595. United States Political Economy. 4 Credits.
Examines United States political-economic institutions from a
comparative and historical perspective. Topics include rise and fall of
mass production, labor and the law, and regional development.

PS 601. Research: [Topic]. 1-16 Credits.
Repeatable.

PS 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

PS 603. Dissertation. 1-16 Credits.
Repeatable.

PS 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

PS 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

PS 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PS 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

PS 609. Practicum: [Topic]. 1-4 Credits.
Repeatable.

PS 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

PS 612. Qualitative Methods. 5 Credits.
Survey of rationales for qualitative methods in the social sciences and
the main conceptual and practical issues raised in qualitative research.
Offered alternate years.

PS 617. Political Behavior. 5 Credits.
Provides an overview of the important literature in the subfield of political
behavior in U.S. politics.

PS 618. American Political Institutions. 5 Credits.
One of three required seminars for PhD students planning to take a
comprehensive examination in American politics. Explores how political
science approaches the study of institutional contributions to political and
policy developments.

PS 620. State of the Discipline. 5 Credits.
Introduction to trends in the political science profession and to the faculty
at the University of Oregon.

PS 622. Political Theory. 5 Credits.
Survey of major works in the field of classical and contemporary political
theory.

PS 624. International Relations. 5 Credits.
Survey of major works in the field of international relations.

PS 625. Public Policy. 5 Credits.
Survey of major works in the field of public policy.

PS 626. International Political Economy. 5 Credits.
One of two required seminars for PhD students planning to take a
comprehensive examination in international relations. Explores how
politics and economics interact in shaping economic relations among
states.

PS 627. Formal Theory and Methodology. 5 Credits.
Reviews basic formal theory as developed in political science since 1957.

PS 628. States and State-Society Relations. 5 Credits.
Examines how scholars have studied the state and its relationship to
society. Students develop a comparative perspective of contentious
politics ranging from peasant rebellions to revolutions to transnational
social movements.

PS 629. Comparative Political Economy. 5 Credits.
Doctoral-level survey of how political factors explain variations in
national or regional trajectories of economic development, including
industrialization, wealth, growth, and inequality.

PS 630. States and Regimes. 5 Credits.
Introduction to the major issues, theories, concepts, and arguments about
states and regimes in comparative politics. Offered alternate years.

Psychology

Ulrich Mayr, Department Head
541-346-4921
Straub Hall
1227 University of Oregon
Eugene, Oregon 97403-1227

The mission of the Department of Psychology undergraduate program
is to educate students about the major research findings and theories in
the field of psychology, and to train them to use an empirical approach to
understanding human behavior. Specifically, the program endeavors to
provide students with

• Broad exposure to the basic concepts and ethical issues of
  psychology
• Education in the scientific method, including applied research
  opportunities
• Strong critical-thinking and written-communication skills, including
  the ability to evaluate and convey the evidence for claims regarding
  human behavior
• Experience through internship and practicum opportunities at
  partnering community organizations

Faculty

Jennifer Ablow, associate professor (developmental psychopathology,
attachment, interpersonal emotional arousal and regulation). BA, 1988,
Colorado, Boulder; PhD, 1997, California, Berkeley. (1999)

Nicholas Allen, Ann Swindells Professor in Clinical Psychology
(adolescent development and mental health, mood disorders,
developmental social and affective neuroscience). BS 1985, MS, 1988,
PhD, 1993, Melbourne. (2013)

Holly Arrow, professor (group dynamics, psychology of war). BA, 1977,
Elmira; MFA, 1982, Colorado; MA, 1995, PhD, 1996, Illinois, Urbana-
Champaign. (1996)
Dare A. Baldwin, professor (language acquisition, semantic development, cognitive development). BA, 1982, California, Berkeley; MSc, 1984, California, Santa Cruz; PhD, 1989, Stanford. (1993)


Dagmar Zelthamova Demircan, assistant professor (cognitive neuroscience, memory). MA, 2003, Charles University, Prague; PhD, 2008, Texas, Austin. (2014)


Christina M. Karns, research associate (attention, social emotions, neuroplasticity, neuroimaging). BS, 1999, California, San Diego; PhD, 2008, California, Berkeley. (2008)

Jagdeep Kaur-Bala, senior instructor (cognitive neuroscience, perception, attention). BSc, 1988, MSc, 1990, All India Institute of Medical Sciences, New Delhi; PhD, 1996, Tata Institute of Fundamental Research, Mumbai. (2007)


Pranjali Mehta, associate professor (social neuroscience, status hierarchies, social decision-making). BA, 1999, Williams College; PhD, 2007, Texas, Austin. (2011)


Emeriti


Ray Hyman, professor emeritus. AB, 1950, Boston University; MA, 1952, PhD, 1953, Johns Hopkins. (1961)


Daniel P. Kimble, professor emeritus. BA, 1956, Knox; PhD, 1961, Michigan. (1963)

Peter M. Lewinsohn, professor emeritus. BS, 1951, Allegheny; MA, 1953, PhD, 1955, Johns Hopkins. (1965)


Richard Marrocco, professor emeritus. BA, 1965, California, Los Angeles; PhD, 1972, Indiana. (1973)


Michael I. Posner, professor emeritus. BS, 1957, MS, 1959, Washington (Seattle); PhD, 1962, Michigan. (1965)

Mary K. Rothbart, professor emerita. BA, 1962, Reed; PhD, 1967, Stanford. (1969)

Myron Rothbart, professor emeritus. BA, 1962, Reed; PhD, 1966, Stanford. (1969)


Marjorie Taylor, professor emerita. BS, 1979, MS, 1981, Acadia; PhD, 1985, Stanford. (1985)

Robert L. Weiss, professor emeritus. BA, 1952, PhD, 1958, State University of New York, Buffalo. (1966)

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

• Bachelor of Arts
• Bachelor of Science
• Minor

Undergraduate Studies

All students participate in and collaborate on research as part of the academic course sequence. Students are encouraged to gain additional research experience through research assistant positions in faculty labs and the undergraduate honors thesis program. The psychology major affords students great flexibility in selecting upper-division courses to fit individual goals and interests. Classroom and internship opportunities are enriched by numerous faculty research programs that range in levels of analysis and intellectual focus. An undergraduate degree in psychology provides the background for a broad range of careers, including social services, education, law, or graduate programs in psychology.

Preparation

High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). 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

Some students 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 in the public schools. Others prepare 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).

Career information is also available on the American Psychological Association website.

Review of Courses

Lower-Division Courses

Among lower-division courses, psychology is introduced as a social science by the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Mind and Brain</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

Transfer students should plan to take no more than two lower-division courses before starting upper-division work. The introductory courses should be chosen with an eye toward prerequisites for upper-division courses and toward providing a broad background in the field. Transfer equivalents for lower-division courses are evaluated case by case. Check with the department’s head advisor to determine equivalency of completed introductory work.

Upper-Division Courses

Upper-division courses fall into four categories:

1. Courses that teach research skills and methodologies—Scientific Thinking in Psychology (PSY 301), Statistical Methods in Psychology (PSY 302), Research Methods in Psychology: [Topic] (PSY 303)
2. 300-level core courses that provide breadth in the major—Biopsychology (PSY 304), Cognition (PSY 305), Social Psychology (PSY 306), Personality (PSY 307), Developmental Psychology (PSY 308), Psychopathology (PSY 309)
3. Other 300-level courses of broad interest to many different majors throughout the university as well as to psychology majors
4. Area courses, numbered 410 to 480, designed for psychology majors, which may be open to other students who fulfill the prerequisites and obtain instructor approval

Group Requirements

For psychology courses approved to fulfill social science or science group requirements, see the current course list on the registrar’s website (https://registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses).

Major Requirements

To satisfy major requirements students take a total of 68 credits. Of those credits, 56 credits in psychology courses are required, 48 of which must be upper-division, and 16 of which must be taken in residence at the University of Oregon. Mind and Brain (PSY 201) and Mind and Society (PSY 202) must be taken for letter grades and passed with grades of
mid-C or better. All other required courses must be taken for letter grades and passed with grades of C– or better, although elective psychology courses may be taken pass/no pass. A minimum grade point average of 2.00 in psychology course work is required.

**Bachelor of Arts Degree Requirements**

**Introductory Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
</tr>
<tr>
<td>or WR 123</td>
<td>College Composition III</td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind and Brain</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Methods Foundations Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301</td>
<td>Scientific Thinking in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 303</td>
<td>Research Methods in Psychology: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

**300-Level Core Courses**

Select three of the following, one of which must be PSY 304 or PSY 305:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 304</td>
<td>Biopsychology</td>
<td></td>
</tr>
<tr>
<td>PSY 305</td>
<td>Cognition</td>
<td></td>
</tr>
<tr>
<td>PSY 306</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 307</td>
<td>Personality</td>
<td></td>
</tr>
<tr>
<td>PSY 308</td>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 309</td>
<td>Psychopathology</td>
<td></td>
</tr>
</tbody>
</table>

**400-Level Specialty Courses**

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 420</td>
<td>Psychology and Law</td>
<td></td>
</tr>
<tr>
<td>PSY 433</td>
<td>Learning and Memory</td>
<td></td>
</tr>
<tr>
<td>PSY 436</td>
<td>Human Performance</td>
<td></td>
</tr>
<tr>
<td>PSY 438</td>
<td>Perception</td>
<td></td>
</tr>
<tr>
<td>PSY 440</td>
<td>Psycholinguistics</td>
<td></td>
</tr>
<tr>
<td>PSY 445</td>
<td>Brain Mechanisms of Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 449</td>
<td>Human Neuropsychology</td>
<td></td>
</tr>
<tr>
<td>PSY 450</td>
<td>Hormones and Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 457</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>PSY 458</td>
<td>Decision-Making</td>
<td></td>
</tr>
<tr>
<td>PSY 459</td>
<td>Cultural Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 468</td>
<td>Motivation and Emotion</td>
<td></td>
</tr>
<tr>
<td>PSY 472</td>
<td>Psychology of Trauma</td>
<td></td>
</tr>
<tr>
<td>PSY 473</td>
<td>Marital and Family Therapies</td>
<td></td>
</tr>
<tr>
<td>PSY 475</td>
<td>Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>PSY 476</td>
<td>Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>PSY 478</td>
<td>Social Development</td>
<td></td>
</tr>
<tr>
<td>PSY 479</td>
<td>Infancy</td>
<td></td>
</tr>
<tr>
<td>PSY 480</td>
<td>Development and Psychopathology</td>
<td></td>
</tr>
</tbody>
</table>

**Upper-Division Elective Courses**

Select 12 upper-division psychology elective credits, 8 of which must be actual content courses. A maximum of 4 credits in Research: [Topic] (PSY 401) or Practicum: [Topic] (PSY 409) may be applied to the upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty advisor.

**Bachelor of Science Degree Requirements**

**Introductory Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
</tr>
<tr>
<td>or WR 123</td>
<td>College Composition III</td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind and Brain</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Methods Foundations Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301</td>
<td>Scientific Thinking in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 303</td>
<td>Research Methods in Psychology: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

**300-Level Core Courses**

Select three of the following, one of which must be PSY 304 or PSY 305:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 304</td>
<td>Biopsychology</td>
<td></td>
</tr>
<tr>
<td>PSY 305</td>
<td>Cognition</td>
<td></td>
</tr>
<tr>
<td>PSY 306</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 307</td>
<td>Personality</td>
<td></td>
</tr>
<tr>
<td>PSY 308</td>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 309</td>
<td>Psychopathology</td>
<td></td>
</tr>
</tbody>
</table>

**400-Level Specialty Courses**

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 420</td>
<td>Psychology and Law</td>
<td></td>
</tr>
<tr>
<td>PSY 433</td>
<td>Learning and Memory</td>
<td></td>
</tr>
<tr>
<td>PSY 436</td>
<td>Human Performance</td>
<td></td>
</tr>
<tr>
<td>PSY 438</td>
<td>Perception</td>
<td></td>
</tr>
<tr>
<td>PSY 440</td>
<td>Psycholinguistics</td>
<td></td>
</tr>
<tr>
<td>PSY 445</td>
<td>Brain Mechanisms of Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 449</td>
<td>Human Neuropsychology</td>
<td></td>
</tr>
<tr>
<td>PSY 450</td>
<td>Hormones and Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 457</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>PSY 458</td>
<td>Decision-Making</td>
<td></td>
</tr>
<tr>
<td>PSY 459</td>
<td>Cultural Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 468</td>
<td>Motivation and Emotion</td>
<td></td>
</tr>
<tr>
<td>PSY 472</td>
<td>Psychology of Trauma</td>
<td></td>
</tr>
<tr>
<td>PSY 473</td>
<td>Marital and Family Therapies</td>
<td></td>
</tr>
<tr>
<td>PSY 475</td>
<td>Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>PSY 476</td>
<td>Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>PSY 478</td>
<td>Social Development</td>
<td></td>
</tr>
<tr>
<td>PSY 479</td>
<td>Infancy</td>
<td></td>
</tr>
<tr>
<td>PSY 480</td>
<td>Development and Psychopathology</td>
<td></td>
</tr>
</tbody>
</table>

**Upper-Division Elective Courses**

1 Students must take 12 upper-division psychology elective credits, 8 of which must be actual content courses. A maximum of 4 credits in Research: [Topic] (PSY 401) or Practicum: [Topic] (PSY 409) may be applied to the upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty advisor.

**Total Credits**

Bachelor of Arts Degree: 68

Bachelor of Science Degree: 68
Students must take 12 upper-division psychology elective credits, 8 of which must be actual content courses. A maximum of 4 credits in Research: [Topic] (PSY 401) or Practicum: [Topic] (PSY 409) may be applied to the upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty advisor.

Planning a Program

Besides attending lecture courses, students may participate in seminars, reading and conference courses, laboratory work, and other means of gaining experience. Departmental requirements for a psychology major are designed to maximize individual curriculum planning. Students are encouraged to schedule frequent consultations with their advisors to ensure completion of all requirements. Peer advisors can help students create a two- or four-year plan.

Sample Program

The sample program shown provides an idea of a typical course load during the freshman year for a student working on a bachelor of science or bachelor of art degree.

First Year

**Fall**

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year interest group or elective course</td>
<td>4</td>
</tr>
<tr>
<td>First-year interest group course or arts and letters group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 202 Mind and Society (or a social science group-satisfying course)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-required mathematics or second-language course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121 College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 201 Mind and Brain (or a science group-satisfying course)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-required mathematics or second-language course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 123 College Composition III</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202 Mind and Society (or social science group-satisfying course)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 243 Introduction to Methods of Probability and Statistics (or science group-satisfying course)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits:</td>
<td>48</td>
</tr>
</tbody>
</table>

Departmental requirements for a psychology major are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the advisor.

Peer Advising

The psychology department’s peer advisors work to make academic advising more effective, inclusive, and efficient. Questions about the university system and specific inquiries about the department’s norms, opportunities, and courses are welcome. During the academic year, the peer advisors hold regularly scheduled office hours in 229 Straub Hall.

Preparation for Graduate Study

A bachelor’s degree is seldom sufficient qualification for professional work in psychology; at least a master’s degree is required for most positions. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B (3.00) or better.

Prospective graduate students in psychology are advised to take courses in related fields such as anthropology, biology, computer science, chemistry, linguistics, mathematics, philosophy, physics, and sociology. Strong preparation in quantitative methods is advisable. Reading knowledge of at least one second language appropriate to psychology also may be useful.

Honors Curriculum

Students with excellent records who plan to pursue a career in psychology may consider applying to the departmental honors program upon completion of PSY 303. The honors program centers on 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 online (http://psychology.uoregon.edu/undergraduate/academics/honors-program).

Minor Requirements

Special Studies: [Topic] (PSY 199) does not count toward the minor.

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201 Mind and Brain</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202 Mind and Society</td>
<td>4</td>
</tr>
<tr>
<td>PSY 301 Scientific Thinking in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 302 Statistical Methods in Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Select three of the following, one of which must be PSY 304 or PSY 305:

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 304 Biopsychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 305 Cognition</td>
<td>4</td>
</tr>
<tr>
<td>PSY 306 Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 307 Personality</td>
<td>4</td>
</tr>
<tr>
<td>PSY 308 Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 309 Psychopathology</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>28</td>
</tr>
</tbody>
</table>
All 28 credits must be taken for letter grades and passed with a C– or better. At least 16 credits must be upper-division courses taken in residence at the University of Oregon.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching in social studies. This program is described in the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind and Society (or social science group-satisfying course)</td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>Begin taking your second language in your first or second year</td>
<td>4</td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td>Meet with a psychology advisor to discuss your academic goals</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind and Brain (or science group-satisfying course)</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>Plan your summer experience</td>
<td>4</td>
</tr>
<tr>
<td>Second term of first-year second-language sequence</td>
<td>Talk to a psychology advisor about your career plans</td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course (or PSY 202)</td>
<td>Consider studying abroad</td>
<td>4</td>
</tr>
<tr>
<td>WR 123</td>
<td>College Composition III (Recommended instead of WR 122)</td>
<td>4</td>
</tr>
</tbody>
</table>

Third term of first-year second-language sequence

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
</table>

Total Credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>48</th>
</tr>
</thead>
</table>

Course

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301 Thinking in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243 Introduction to Methods of Probability and Statistics (or science group-satisfying course)</td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>PSY 302 Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 303 Research Methods in Psychology: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Multicultural course</td>
<td>4</td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>48</th>
</tr>
</thead>
</table>
### Third Year

#### Fall
- Choose from PSY 306-309

If you are considering graduate school, take 300-level CORE courses in your intended field of study, take the GRE, look up possible schools.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 304 or PSY 305</td>
<td>Biopsychology or Cognition</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSY 401 or PSY 409</td>
<td>Research: [Topic] or Practicum: [Topic]</td>
<td>1-4</td>
<td>Begin working in a research lab and/or do an internship</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 13-16

#### Winter
- Choose from PSY 304-309
- Science group-satisfying course
- Elective courses

**Credits** 16

### Fourth Year

#### Fall
- PSY 400-level core course

Apply to graduate schools or look for work after graduation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division elective with PSY subject code</td>
<td>Meet with an advisor early to make a graduation plan</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

#### Winter
- PSY 400-level core course
- Upper-division elective course with PSY subject code

**Credits** 16

### Bachelor of Science in Psychology

#### First Year

#### Fall
- First-Year Interest Group or elective course
- First-Year Interest Group or arts and letters group-satisfying course
- PSY 202 Mind and Society (or social science group-satisfying course)

Psychology majors must pass PSY 201 and 202 with a C or better.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

#### Winter
- PSY 201 Mind and Brain (or science group-satisfying course)
- WR 121 College Composition I
- Arts and letters group-satisfying course

Meet with a psychology advisor to discuss your academic goals.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition III (recommended instead of WR 122)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

#### Spring
- Social science group-satisfying course (or PSY 202)

Plan your summer experience.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 123</td>
<td>College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science group-satisfying course or MATH 243</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

**Total Credits** 48

### Second Year

#### Fall
- PSY 300-level core course

Apply to graduate on DuckWeb the term you complete all requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division elective course with PSY subject code</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

#### Spring
- PSY 400-level core course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division elective course with PSY subject code</td>
<td>Meet with an advisor early to make a graduation plan</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

**Total Credits** 48
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 301</td>
<td>Scientific Thinking in Psychology</td>
<td>4</td>
<td>Consider studying abroad</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics(or Science group-satisfying course)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>PSY 302</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
<td>Consider doing an internship for the major</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social science Group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>PSY 303</td>
<td>Research Methods in Psychology: [Topic]</td>
<td>4</td>
<td>Talk to a psychology advisor about your career plans</td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Multicultural course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose from PSY 306-309</td>
<td></td>
<td>4</td>
<td>If you are considering graduate school, take 300-level CORE courses in your intended field of study, take the GRE, and look up possible schools</td>
</tr>
<tr>
<td>PSY 304 or PSY 305</td>
<td>Biopsychology or Cognition</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSY 401 or PSY 409</td>
<td>Research: [Topic] or Practicum: [Topic]</td>
<td>1-4</td>
<td>Begin working in a research lab or doing an internship</td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 400-level core course</td>
<td></td>
<td>4</td>
<td>Apply to graduate schools or look for work after graduation</td>
</tr>
<tr>
<td>PSY 300-400 level electiveUpper-division elective course with PSY subject code</td>
<td>4</td>
<td>Meet with an advisor early to make a graduation plan</td>
<td></td>
</tr>
<tr>
<td>PSY 400-level core course</td>
<td></td>
<td>4</td>
<td>Apply to graduate on DuckWeb the term you complete all requirements</td>
</tr>
<tr>
<td>Upper-division elective course with PSY subject code</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>PSY 400-level core course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course with PSY subject code</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>PSY 400-level core course</td>
<td></td>
<td>4</td>
<td>Apply to graduate on DuckWeb the term you complete all requirements</td>
</tr>
<tr>
<td>Upper-division elective course with PSY subject code</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

- Master of Arts
- Master of Science
- Doctor of Philosophy
Graduate Studies

The department emphasizes graduate work at the doctoral level, but an individualized master’s degree program is available to a limited number of students.

Master’s Degree Program

The individualized master’s degree program does not lead to a PhD. The degree—either a master of arts (MA) or a master of science (MS)—requires 45 credits of course work. Program and application information may be obtained from the department website. Clinical training is not available in the master’s program.

Doctoral Degree Programs

The five chief PhD program options are clinical, cognitive-neuroscience, systems neuroscience, developmental, and social-personality.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental laboratories for human research, and well-equipped animal laboratories.

Applicants to the PhD program in psychology must take the Graduate Record Examination (GRE) and provide official results to institute code 4846 and department code 2016. Applicants must also provide three letters of recommendation, curriculum vitae, writing sample, statement of purpose, and official transcripts from all colleges and universities attended. Instructions, deadlines, and a complete list of required materials may be obtained from the department website.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to methods, research, and ethics. Each student’s program is planned in relation to background, current interests, and future goals. Research experience and a dissertation are required of PhD candidates; teaching experience is recommended, and opportunities to teach are available.

Requirements for Doctoral Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 611–613</td>
<td>Data Analysis I-III</td>
<td>12</td>
</tr>
<tr>
<td>Three of five core courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 607</td>
<td>Seminar: [Topic] (three terms: Research, Ethics, Research)</td>
<td>1-5</td>
</tr>
<tr>
<td>First-year research requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting area requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major preliminary examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional course work required for students in the clinical program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral dissertation</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

1 See the Guide to the Clinical Psychology Program.

More detailed program and application information may be obtained from the department website.

For general regulations governing graduate work at the university, see the Graduate School section of this catalog.

Clinical Psychology

The clinical psychology program has been continuously accredited by the American Psychological Association since 1958 (Commission on Accreditation, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979); it is also accredited by the Psychological Clinical Science Accreditation System, and is a member of the Academy of Psychological Clinical Science.

The program endorses a clinical scientist model for graduate training. This model emphasizes multilevel conceptualizations of psychopathology, comprising neurobiological, developmental, psychosocial, and multicultural perspectives. Doctoral students receive training in infant, child, and adult psychopathology; culture and diversity; infant, child, family, and adult assessment; and neuropsychology. All practicums and clinical training experiences have a strong focus on evidence-based treatments. Students receive training in the clinical techniques and practices as well as the methodology for development, implementation, and evaluation of these interventions. Both psychotherapeutic interventions and prevention programs are included in the training.

The major goal of doctoral training is to support promising doctoral students in developing careers as scientist-practitioners. Students interested primarily in clinical practice would most likely prefer a program less research-oriented than the Oregon Clinical Psychology Training Program.

The research and clinical opportunities available to doctoral students depend on current activities of the clinical and departmental faculty, and may also encompass ongoing projects in research institutes located in the Eugene community that are affiliated with the clinical program. These institutions include the Oregon Research Institute, Oregon Social Learning Center, Decision Research, and Electrical Geodesics.

Members of the clinical faculty and other instructors with clinical interests have ongoing research in several areas, including the neurobiology of early stress, brain development and neural plasticity, behavior and molecular genetics, infant mental health, emotion and attention, prevention science, school readiness, child welfare system research, pubertal development and the transition to adolescence, depression, anxiety, personality measurement and theory, cognitive therapy, child and family assessment, social and emotional adjustment of children and adolescents, drug and alcohol abuse, cross-cultural psychology, sexual aggression, interpersonal violence, child abuse, institutional betrayal, and traumatic stress.

The department places a particularly high priority on translational research, encouraging multidisciplinary collaborations with colleagues from other areas of psychology and other academic departments. Currently, faculty research is funded by the National Science Foundation, National Institute of Mental Health, National Institute of Drug Abuse, National Institute on Child Health and Development, and the Institute of Education Sciences.

Additional information regarding course requirements for clinical students is provided in the Guide to the Clinical Program and the Doctoral Student Handbook, located on the department website.

Cognitive Psychology and Cognitive Neuroscience

The Department of Psychology at the University of Oregon has played an important role in the development of the field of cognitive neuroscience, and current researchers are continuing that tradition. Research areas include the cognitive and neural basis of perception, visual cognition, selective attention, working memory, long-term memory, executive control, action, language processing, and brain plasticity. Also under investigation are how these processes are altered by development in impoverished environments, aging, traumatic brain injury, autism, and
other conditions. Studies employ a wide range of methods, including behavioral experiments, analyses of individual differences, functional imaging, electrophysiology, and transcranial magnetic and direct current stimulation.

The research efforts of the cognitive neuroscience laboratories benefit from the collaborative atmosphere at the University of Oregon, both within psychology and across other departments, allowing for an exploration of cognitive processes at many levels of analysis. Labs are located within the state-of-the-art facilities of the Robert and Beverly Lewis Integrative Science Building, in close proximity to the many other labs of the Institute of Neurosciences (http://www.neuro.uoregon.edu). The building also houses the Lewis Center for Neuroimaging (http://lcni.uoregon.edu), a research-dedicated facility with a 3T MRI scanner that supports ongoing research and training with functional and structural magnetic resonance imaging.

One of the most important aspects of the cognitive neuroscience graduate program is its informal atmosphere. At the same time, there is an emphasis on the development of imagination and intellectual independence. Students are encouraged to explore their research ideas from many different perspectives, with the assistance of the expertise from researchers in several labs within the Department of Psychology and the Institute of Neuroscience.

### Developmental Psychology

The Department of Psychology has recently expanded the scope of its developmental psychology program with the addition of new faculty members and new emphases in the graduate curriculum. The department offers extensive coverage of development during infancy, childhood, and adolescence, with some additional interest in aging. Several areas of research are strongly represented, including cognitive development, socio-emotional development, developmental psychopathology, and developmental social and affective neuroscience.

Several exciting clusters of expertise exist within these broad areas. Research on theory of mind and perspective-taking as well as imagination and creativity links to research on the development of executive functioning and self-regulation. This cluster also dovetails with research on self-evaluation; affective and appetitive motivations, and decision-making. Yet another active area of work looks at infant processing of action, language, and the statistical and temporal properties of everyday visual and linguistic environments. In addition, many researchers share a strong interest in social contextual effects on infant, child, and adolescent well-being, ranging from the small-scale (familial and peer influences, early adversity) to the large (cultural and global contexts of development).

Members of the developmental psychology faculty also have strong collaborative links with the Oregon Social Learning Center (http://www.oslc.org), Prevention Science Institute (http://psi.uoregon.edu), Oregon Research Institute (http://www.ori.org), and the interdisciplinary Institute of Cognitive and Decision Sciences (http://icds.uoregon.edu). Current and previous funding sources for the faculty and students in developmental psychology include the National Science Foundation, the National Institute on Drug Abuse, the Eunice Kennedy Shriver National Institute of Child Health and Human Development, the National Institute of Mental Health, and the Oregon Medical Research Foundation. Graduates from the program have risen to faculty and postdoctoral positions at the University of Minnesota, Swarthmore College, Queen’s University, Vanderbilt University, the University of California at Davis, the University of Michigan, Hamilton College, the University of Utah, Oregon Health and Science University, the University of Oregon, and Brown University, among others.

### Social and Personality Psychology

Research in social and personality psychology at the University of Oregon reflects an intellectually diverse approach to understanding intrapersonal and interpersonal processes and individual differences. The program concentrates on high-quality research and training combined with substantive and methodological breadth. Faculty members conduct research spanning a broad spectrum of human behavior using innovative approaches. Areas of particular focus include

- Emotion and motivation—emotion regulation, social functions of emotions, self-regulation, goal pursuit, stress and physiology
- Self- and social cognition—self-perception and interpersonal perception, perspective-taking and empathy, self-other comparisons
- Groups, networks, and organizations—status hierarchies, social power, psychology of war and sociopolitical violence, group dynamics, online social networks
- Culture, values, and worldviews—moral psychology, culture and belief systems, psychology of religion
- Personality structure and development—structure of personality attributes, culture and personality description, lifespan development
- Decision-making and risk perception—neuroeconomics and valuation, social and financial decision-making, decision-making in applied contexts (e.g., legal, aviation, risk assessment)

Research in these areas draws upon a wide range of methods, including dyadic and group methods, psychophysiology, neuroimaging, neuroendocrinology, experience sampling, longitudinal studies, surveys, computational methods, and field studies. Students have the opportunity to develop their skills through course work and through collaboration with faculty mentors.

Training in the program exposes students to a wide range of topics through small seminars, lab meetings, and a variety of other opportunities. Students often work with multiple instructors and researchers, including faculty members from other areas of psychology, from other departments and units on campus, and from other institutions. Students may flexibly tailor their own graduate program under the guidance of faculty advisors, making the social and personality psychology program a distinctive training experience for each graduate student.

### Courses

**PSY 199. Special Studies: [Topic]. 1-5 Credits.** Repeatable.

**PSY 201. Mind and Brain. 4 Credits.**
Introduction to perception, memory, learning, and cognition.

**PSY 202. Mind and Society. 4 Credits.**
Introduction to topics in clinical, personality, social, and developmental psychology.

**PSY 301. Scientific Thinking in Psychology. 4 Credits.**
Fundamentals in the empirical study of human behavior, including hypothesis formation, experiment design, behavioral data basics, and critical evaluation of scientific claims. Sequence with PSY 302, PSY 303. Students may not register for PSY 301 after completing PSY 303.
PSY 302. Statistical Methods in Psychology. 4 Credits.
Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. With laboratory. Sequence with PSY 301, PSY 303.
Prereq: MATH 243 or one from MATH 241, MATH 246, MATH 251; PSY 301, WR 121; Pre- or coreq: PSY 201, 202.

PSY 303. Research Methods in Psychology: [Topic]. 4 Credits.
Practical experience designing, conducting, analyzing, and communicating original research about human behavior. Sequence with PSY 301, PSY 302.
Prereq: PSY 201, PSY 202, PSY 301, PSY 302; one from WR 122, WR 123.

PSY 304. Biopsychology. 4 Credits.
Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.
Prereq: PSY 201.

PSY 305. Cognition. 4 Credits.
Major topics addressed in this class include perception, attention, memory, language, reasoning, and decision-making.
Prereq: PSY 201.

PSY 306. Social Psychology. 4 Credits.
Processes underlying social perception and social interaction. Topics include aggression, the self-concept, stereotyping and prejudice, conformity, persuasion, attraction, and helping.
Prereq: PSY 202.

PSY 307. Personality. 4 Credits.
Theory and methods for studying human traits, including personality tests and measures. Current research in personality. Studies of age, gender, culture, and relation to emotion and motivation.
Prereq: PSY 202.

PSY 308. Developmental Psychology. 4 Credits.
Survey of cognitive, social-emotional, and personality development in infancy, childhood, adolescence, adulthood.
Prereq: PSY 202.

PSY 309. Psychopathology. 4 Credits.
Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics.
Prereq: PSY 202.

PSY 348. Music and the Brain. 4 Credits.
Explores the neural correlates of our perception of tonality, harmony, melody, and rhythm and how these relate to neurobiology, brain damage, and cognitive neuroscience.

PSY 366. Culture and Mental Health. 4 Credits.
Role of culture in the definition and maintenance of mental health and the definition and treatment of mental illness.

PSY 380. Psychology of Gender. 4 Credits.
Critical analysis of evidence for sex differences, gender roles, and the effect of gender on traditional issues in psychology. Topics include parenthood, violence, and sexual orientation.

PSY 383. Psychoactive Drugs. 4 Credits.
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.

PSY 388. Human Sexuality. 4 Credits.
The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosocial development; sexual orientation; frequency and significance of various types of sexual behavior; sexual inadequacy; sexual deviation.

PSY 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PSY 401. Research: [Topic]. 1-21 Credits.
Repeatable.

PSY 403. Thesis. 1-12 Credits.
Repeatable.

PSY 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

PSY 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

PSY 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PSY 408. Laboratory Projects: [Topic]. 1-9 Credits.
Repeatable.

PSY 409. Practicum: [Topic]. 1-9 Credits.
Repeatable.

PSY 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

PSY 412. Applied Data Analysis. 4 Credits.
Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use. Honors only.
Prereq: PSY 303.

PSY 420. Psychology and Law. 4 Credits.
Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision-making, criminal defenses, profiling, polygraphy, and mental-health law.
Prereq: PSY 303.

PSY 433. Learning and Memory. 4 Credits.
Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information.
Prereq: PSY 303; one course from PSY 304, PSY 305.

PSY 436. Human Performance. 4 Credits.
Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems.
Prereq: PSY 303, PSY 305.

PSY 438. Perception. 4 Credits.
Topics covered are color, size, shape, depth, distance, and movement. Examines the relationships between stimuli and perception, stimuli and the neural response, and the neural response and perception.
Prereq: PSY 303, PSY 304.

PSY 440. Psycholinguistics. 4 Credits.
Processes and structures underlying language use. Methods of studying language processing. Relationships between psycholinguistic data and observations from linguistics and neurophysiology.
Prereq: PSY 303, PSY 305.
PSY 445. Brain Mechanisms of Behavior. 4 Credits.
Organization of the mammalian brain. Structure and function of the neuronal systems underlying vision, perception, motivation, coordinated movement, sleep-wakefulness, learning and memory, and affective disorders.
Prereq: PSY 303, 304.

PSY 449. Human Neuropsychology. 4 Credits.
Integrative neural mechanisms of normal and abnormal processes in systems (e.g., selective attention, language, memory, object recognition, and emotion).
Prereq: PSY 303, 304.

PSY 450. Hormones and Behavior. 4 Credits.
Prereq: PSY 303, PSY 304.

PSY 457. Group Dynamics. 4 Credits.
Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior.
Prereq: PSY 303.

PSY 458. Decision-Making. 4 Credits.
Psychological processes involved in judgment and decision-making. Normative theories of ideal behavior contrasted with descriptive analysis of actual behavior.
Prereq: PSY 303.

PSY 459. Cultural Psychology. 4 Credits.
Examines interdependence between mind and culture in substantive domains such as social cognition, motivation, emotion, and psychopathology. Cultural pluralism, collective identities, tolerance, and diversity considered.
Prereq: PSY 303.

PSY 461. Imagination. 4 Credits.
Topics in human imagination, including creativity, children's pretend play, fiction writing, imagery, mental time travel, consciousness, dreaming, virtual worlds, and disorders of the imagination.
Prereq: PSY 303.

PSY 468. Motivation and Emotion. 4 Credits.
Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences.
Prereq: PSY 303.

PSY 472. Psychology of Trauma. 4 Credits.
Cognitive, neuropsychological, developmental, social, and clinical approaches to understanding trauma. Includes analysis of childhood trauma, sexual assault, domestic violence, terrorism, combat, and natural disasters.
Prereq: PSY 303.

PSY 473. Marital and Family Therapies. 4 Credits.
Prereq: PSY 303.

PSY 475. Cognitive Development. 4 Credits.
Intellectual development in children from infancy to adolescence with a focus on early childhood. Topics covered include perception, attention, memory, reasoning, conceptual structure, social cognition.
Prereq: PSY 303; one course from PSY 305, PSY 308.

PSY 476. Language Acquisition. 4 Credits.
How children acquire language from the earliest speech sounds to full sentences. Topics include babbling, first words, word combinations, the relationship between cognition and language development.
Prereq: PSY 303; one course from PSY 305, PSY 308.

PSY 478. Social Development. 4 Credits.
Theoretical issues and empirical studies of social-emotional development. Topics may include attachment, temperament, moral development, family interaction, self-image, aggression, and sex-role development.
Prereq: PSY 303; one course from PSY 306, PSY 307, PSY 308.

PSY 479. Infancy. 4 Credits.
Mechanisms and processes that underlie and promote rapid changes in physical, cognitive, and linguistic capabilities, from birth to 24 months. Covers innovative methodologies and cultural attitudes toward infants.
Prereq: PSY 303; one course from PSY 308, PSY 376.

PSY 480. Development and Psychopathology. 4 Credits.
Biological and environmental factors that shape normal and abnormal development. Analysis of how family functioning affects psychopathology and resilience in children and adolescents.
Prereq: PSY 303; one course from PSY 308, PSY 309.

PSY 490. Honors in Psychology. 1 Credit.
Repeatable. Reading and conference. Repeatable twice for maximum of 3 credits each.
Prereq: Honors psychology majors only.

PSY 491. Honors in Psychology. 1 Credit.
Repeatable. Reading and conference. Repeatable twice for maximum of 3 credits each.
Prereq: Honors psychology majors only.

PSY 492. Honors in Psychology. 1 Credit.
Repeatable. Reading and conference. Repeatable twice for maximum of 3 credits each.
Prereq: Honors psychology majors only.

PSY 503. Thesis. 1-16 Credits.
Repeatable.

PSY 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PSY 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

PSY 512. Applied Data Analysis. 4 Credits.
Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use.

PSY 520. Psychology and Law. 4 Credits.
Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision-making, criminal defenses, profiling, polygraphy, and mental-health law.

PSY 533. Learning and Memory. 4 Credits.
Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information.

PSY 536. Human Performance. 4 Credits.
Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems.
PSY 538. Perception. 4 Credits.
Topics covered are color, size, shape, depth, distance, and movement. Examines the relationships between stimuli and perception, stimuli and the neural response, and the neural response and perception.

PSY 540. Psycholinguistics. 4 Credits.
Processes and structures underlying language use. Methods of studying language processing. Relationships between psycholinguistic data and observations from linguistics and neuropsychology.

PSY 545. Brain Mechanisms of Behavior. 4 Credits.
Organization of the mammalian brain. Structure and function of the neuronal systems underlying vision, perception, motivation, coordinated movement, sleep-wakefulness, learning and memory, and affective disorders.

PSY 549. Human Neuropsychology. 4 Credits.
Integrative neural mechanisms of normal and abnormal processes in systems (e.g., selective attention, language, memory, object recognition, and emotion).

PSY 550. Hormones and Behavior. 4 Credits.

PSY 557. Group Dynamics. 4 Credits.
Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior.

PSY 558. Decision-Making. 4 Credits.
Psychological processes involved in judgment and decision-making. Normative theories of ideal behavior contrasted with descriptive analysis of actual behavior.

PSY 559. Cultural Psychology. 4 Credits.
Examines interdependence between mind and culture in substantive domains such as social cognition, motivation, emotion, and psychopathology. Cultural pluralism, collective identities, tolerance, and diversity considered.

PSY 568. Motivation and Emotion. 4 Credits.
Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences.

PSY 572. Psychology of Trauma. 4 Credits.
Cognitive, neuropsychological, developmental, social, and clinical approaches to understanding trauma. Includes analysis of childhood trauma, sexual assault, domestic violence, terrorism, combat, and natural disasters.

PSY 573. Marital and Family Therapies. 4 Credits.

PSY 575. Cognitive Development. 4 Credits.
Intellectual development in children from infancy to adolescence with a focus on early childhood. Topics covered include perception, attention, memory, reasoning, conceptual structure, social cognition.

PSY 576. Language Acquisition. 4 Credits.
How children acquire language from the earliest speech sounds to full sentences. Topics include babbling, first words, word combinations, the relationship between cognition and language development.
The Department of Religious Studies offers courses about the teachings and practices of the world's major religions from an academic perspective. 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 many cultures, present and past, for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors two programs, the Ira E. Gaston Lecture in Christianity and the Distinguished Visiting Lecturer in Asian Religion, which bring eminent scholars to campus for lectures and seminars.

Preparation
The best high school or community college preparation for an undergraduate program in religious studies is a good general background in social science and the humanities.

Careers
An undergraduate major in religious studies can lead to graduate programs in religious studies—either academic or professional—as well as other related areas of graduate studies such as history, sociology, folklore, and various area studies (e.g., Middle East studies, East Asian languages and literatures).

Students with a bachelor of arts in religious studies have had success in various professional fields such as religion, journalism, social work, education, business, and law.

Graduate Studies
In the absence of a graduate program, students may work with faculty members from religious studies as well as other university departments toward an interdisciplinary studies: individualized program master's degree (MA or MS) focusing on religious studies, offered through the Graduate School. Information is available in the Graduate School section of this catalog.

Advanced Degrees in Other Departments
Faculty members in other departments may have a specialty or interest in the study of religion. Students interested in an advanced degree in these areas should apply for admission to graduate study in the relevant department. Prior contact with the faculty member is encouraged. The available degrees, faculty members, and area of specialty are listed below as a guide.

<table>
<thead>
<tr>
<th>Department</th>
<th>Degree(s)</th>
<th>Specialty</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>PhD (general anthropology MA presupposed)</td>
<td>Comparative religions, religion and symbol in particular cultures</td>
<td>Aletta Biersack, Carol T. Silverman</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>MA</td>
<td>Buddhism in premodern Japan</td>
<td>Andrew E. Goble (history)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>East Asian religions</td>
<td>Mark Unno (religious studies)</td>
</tr>
<tr>
<td>Classics</td>
<td>MA</td>
<td>Classical civilization, ancient philosophy and religions in or related to ancient Greece and Rome</td>
<td>Jeffrey M. Hurwit (art history), Mary K. Jaeger (classics), Steven Shankman (English), Malcolm Wilson (classics)</td>
</tr>
<tr>
<td>Folklore</td>
<td>MA</td>
<td></td>
<td>Carol T. Silverman (anthropology), Daniel N. Wojcik (English)</td>
</tr>
<tr>
<td>History</td>
<td>MA, PhD</td>
<td>Reformation</td>
<td>David M. Luebke</td>
</tr>
<tr>
<td>History of Art and Architecture</td>
<td>MA, PhD</td>
<td>Buddhist art</td>
<td>Charles H. Lachman</td>
</tr>
</tbody>
</table>

Faculty

Judith R. Baskin, Philip H. Knight Professor. See Judaic Studies.


Deborah A. Green, associate professor. See Judaic Studies.


Emeriti
Hee-Jin Kim, professor emeritus. BA, 1957, MA, 1958, California, Berkeley; PhD, 1966, Claremont. (1973)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.
Religious Studies

Participating
Andrew E. Goble, history
Charles H. Lachman, history of art and architecture
Elizabeth Reis, women's and gender studies
Akiko Walley, history of art and architecture
Anita M. Weiss, international studies
Daniel N. Wojcik, English

Undergraduate Studies
A bachelor of arts (BA) and a bachelor of science (BS) are degrees offered. A minor is also offered in religious studies and Arabic studies. Courses used to satisfy major and minor requirements must be taken for letter grades and passed with a mid-C or better.

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 101–102</td>
<td>World Religions</td>
<td>8</td>
</tr>
<tr>
<td>Electives in religious studies or additional courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Upper-division religious studies courses</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Upper-division courses (see Additional Courses list)</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 44

Additional Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 411/511</td>
<td>Folklore and Religion</td>
<td>4</td>
</tr>
<tr>
<td>FLR 483/583</td>
<td>Folklore and Mythology of the British Isles</td>
<td>4</td>
</tr>
<tr>
<td>HIST 320</td>
<td>High Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 321</td>
<td>Late Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 322</td>
<td>The Crusades</td>
<td>4</td>
</tr>
<tr>
<td>HIST 358</td>
<td>American Jewish History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 441/541</td>
<td>16th-Century European Reformations</td>
<td>4</td>
</tr>
<tr>
<td>HIST 498/598</td>
<td>Early Japanese Culture and Society: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 101–102</td>
<td>World Religions</td>
<td>8</td>
</tr>
<tr>
<td>Electives in religious studies or additional courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Upper-division religious studies courses</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Upper-division courses (see Additional Courses list)</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 44

Additional Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLR 411/511</td>
<td>Folklore and Religion</td>
<td>4</td>
</tr>
<tr>
<td>FLR 483/583</td>
<td>Folklore and Mythology of the British Isles</td>
<td>4</td>
</tr>
<tr>
<td>HIST 320</td>
<td>High Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 321</td>
<td>Late Middle Ages in Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 322</td>
<td>The Crusades</td>
<td>4</td>
</tr>
<tr>
<td>HIST 358</td>
<td>American Jewish History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 441/541</td>
<td>16th-Century European Reformations</td>
<td>4</td>
</tr>
<tr>
<td>HIST 498/598</td>
<td>Early Japanese Culture and Society: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

History of Art and Architecture

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 387</td>
<td>Chinese Buddhist Art</td>
<td>4</td>
</tr>
</tbody>
</table>

International Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 423/523</td>
<td>Development and the Muslim World</td>
<td>4</td>
</tr>
</tbody>
</table>

Judaic Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDST 212</td>
<td>Medieval and Early Modern Judaism</td>
<td>4</td>
</tr>
<tr>
<td>JDST 213</td>
<td>The Jewish Encounter with Modernity</td>
<td>4</td>
</tr>
</tbody>
</table>

Philosophy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 320</td>
<td>Philosophy of Religion</td>
<td>4</td>
</tr>
</tbody>
</table>

Sociology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 461/561</td>
<td>Sociology of Religion</td>
<td>4</td>
</tr>
</tbody>
</table>

Honors in Religious Studies
Requirements for a degree with honors in religious studies typically include the following:

1. Satisfaction of the requirements for a major
2. A cumulative grade point average of 3.80 in courses taken to satisfy the major requirements
3. Formal approval of the department

The candidate for honors shall request approval no later than the second week of fall term in the senior year. Students are strongly encouraged to meet with the undergraduate advisor before applying. Application forms are available in the department office.

A faculty committee supervises the honors thesis project. Candidates typically register for 3 credits of Research: [Topic] (REL 401) for both fall and winter terms of the senior year to prepare for writing the thesis. Contingent on satisfactory progress, the candidate then enrolls for 4 credits of Thesis (REL 403) spring term. A first draft of the thesis must be submitted six weeks before the end of spring term and the final draft two weeks after that.
Religious Studies Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 101</td>
<td>World Religions: Asian Traditions</td>
<td>4</td>
</tr>
<tr>
<td>REL 102</td>
<td>World Religions: Near Eastern Traditions</td>
<td>4</td>
</tr>
<tr>
<td>Religious studies courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Upper-division religious studies courses</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 24

Arabic Studies Minor Requirements

Category I: Third-Year Arabic

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 301–303</td>
<td>Language and Culture</td>
<td>12</td>
</tr>
</tbody>
</table>

Category II: Advanced Arabic

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 331</td>
<td>Reading Classical Arabic</td>
<td>4</td>
</tr>
<tr>
<td>ARB 431</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Category III: Arabic Culture and Society

An elective from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 199</td>
<td>Special Studies: [Topic] (The Iraq War; Islamic Civilization I or II; Islam in the Modern World)</td>
<td>4</td>
</tr>
<tr>
<td>COLT 370</td>
<td>Comparative Comics</td>
<td></td>
</tr>
<tr>
<td>COLT 461</td>
<td>Studies in Contemporary Theory: [Topic] (Colonialism and Postcolonial Theory)</td>
<td></td>
</tr>
<tr>
<td>COLT 462</td>
<td>Cultural Intersections: [Topic] (Orientalism)</td>
<td></td>
</tr>
<tr>
<td>COLT 470</td>
<td>Studies in Identity: [Topic] (Multiculturalism and Empire)</td>
<td></td>
</tr>
<tr>
<td>GEOG 209</td>
<td>Geography of the Middle East and North Africa</td>
<td></td>
</tr>
<tr>
<td>HIST 199</td>
<td>Special Studies: [Topic] (The Crusades)</td>
<td></td>
</tr>
<tr>
<td>HIST 322</td>
<td>The Crusades</td>
<td></td>
</tr>
<tr>
<td>HIST 399</td>
<td>Special Studies: [Topic] (The Iraq War)</td>
<td></td>
</tr>
<tr>
<td>INTL 399</td>
<td>Special Studies: [Topic] (Islam and Global Forces)</td>
<td></td>
</tr>
<tr>
<td>INTL 407</td>
<td>Seminar: [Topic] (Militant Islam; Middle Eastern Politics; Development and Social Change in the Middle East)</td>
<td></td>
</tr>
<tr>
<td>INTL 423</td>
<td>Development and the Muslim World</td>
<td></td>
</tr>
<tr>
<td>J 467</td>
<td>Issues in International Communication: [Topic] (The Arab World and the Media)</td>
<td></td>
</tr>
<tr>
<td>JDST 340</td>
<td>Israelis and Palestinians</td>
<td></td>
</tr>
<tr>
<td>PS 399</td>
<td>Special Studies: [Topic] (Egypt; Politics of the Middle East)</td>
<td></td>
</tr>
<tr>
<td>REL 102</td>
<td>World Religions: Near Eastern Traditions</td>
<td></td>
</tr>
<tr>
<td>REL 233</td>
<td>Introduction to Islam</td>
<td></td>
</tr>
<tr>
<td>REL 324–325</td>
<td>History of Eastern Christianity</td>
<td></td>
</tr>
<tr>
<td>REL 335</td>
<td>Introduction to the Qur’an</td>
<td></td>
</tr>
<tr>
<td>REL 432</td>
<td>Islamic Mysticism: [Topic]</td>
<td></td>
</tr>
<tr>
<td>REL 435</td>
<td>Advanced Study of the Qur’an: [Topic]</td>
<td></td>
</tr>
<tr>
<td>TA 472</td>
<td>Multicultural Theater: [Topic] (Arab American Theater)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 24

Modified Requirements for Students with Prior Literacy in Arabic

Students who already have skills that satisfy the equivalent of the ARB 301–303 third-year sequence—whether from native proficiency, study abroad, or courses from another university—may choose to test out of one or more of these courses by passing a proficiency examination, administered by the UO Testing Center, designed to demonstrate basic literacy in Arabic. If students wish to transfer their third-year Arabic courses from other universities or from overseas study, they may do so contingent on the successful completion of an examination at the appropriate level, to ensure proper placement.

Students who pass the proficiency exam must still complete 24 credits for the minor in Arabic studies, including at least 12 from among Category II courses and up to 12 from among Category III electives.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Religious Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 101</td>
<td>World Religions: Asian Traditions (When available, REL 101 is offered as a FIG)</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Credits 17

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 102</td>
<td>World Religions: Near Eastern Traditions</td>
<td>4</td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
</tr>
</tbody>
</table>

Second term of first-year second-language sequence | 5       |

General education course that also satisfies a multicultural requirement | 4       |

Credits 17

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third term of first-year second-language sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Credits 17
General education course in social science  4
Credits  17
Total Credits  51

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Science in Religious Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Upper-division course with REL subject code</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division course with REL subject code</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>REL 101 World Religions: Asian Traditions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WR 121 College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 105 or MATH 111 University Mathematics I or College Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REL 102 World Religions: Near Eastern Traditions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 106 or MATH 112 University Mathematics II or Elementary Functions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WR 122 or WR 123 College Composition II or College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>
### Course Title Credits Milestones

#### Second Year

**Fall**
- General education course in arts and letters 4
- General education course that also satisfies a multicultural requirement 4
- General education course in science 4
- General education course in social science 4

**Winter**
- General education course in arts and letters 4
- General education course in science 4
- General education course in social science 4

**Credits** 16

#### Total Credits 48

### Course Title Credits Milestones

#### Fourth Year

**Fall**
- Upper-division course with REL subject code 4
- Elective courses 8

**Winter**
- Elective courses 12

**Spring**
- Elective courses 12

**Credits** 12

#### Total Credits 36

### Courses

**ARB 101. First-Year Arabic. 5 Credits.**
Introduction to Arabic with emphasis on speaking, reading, writing, and comprehension. Sequence with ARB 102, 103.

**ARB 102. First-Year Arabic. 5 Credits.**
Introduction to Arabic with emphasis on speaking, reading, writing, and comprehension. Sequence with ARB 101, 103.
Prereq: ARB 101.

**ARB 103. First-Year Arabic. 5 Credits.**
Introduction to Arabic with emphasis on speaking, reading, writing and comprehension. Sequence: ARB 101, 102
Prereq: ARB 102

**ARB 199. Special Studies: [Topic]. 1-10 Credits.**
Repeatable.

**ARB 201. Second-Year Arabic. 5 Credits.**
Development of Arabic speaking, reading, writing and comprehension; study of short literary and cultural materials. Sequence: ARB 202, 203.
Prereq: ARB 103 or equivalent.

**ARB 202. Second-Year Arabic. 5 Credits.**
Development of Arabic speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence with ARB 201, 203.
Prereq: ARB 201 or equivalent.
ARB 203. Second-Year Arabic. 5 Credits.
Development of Arabic speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence with ARB 201, 202. Prereq: ARB 202 or equivalent.

ARB 253. Introduction to Arabic Culture. 4 Credits.
A survey of the linguistic, geographic, social, cultural, religious, political, and artistic aspects of the contemporary Arab world.

ARB 301. Language and Culture. 4 Credits.

ARB 302. Language and Culture. 4 Credits.
Provides third-year-level Arabic proficiency and substantially adds to the vocabulary base. Activates and augments grammar structures of modern spoken Arabic, colloquial Egyptian Arabic, and the study of Arabic culture. Sequence: ARB 301, 303. Prereq: ARB 301.

ARB 303. Language and Culture. 4 Credits.

ARB 331. Reading Classical Arabic. 4 Credits.
Improves students’ abilities to work with classical Arabic texts; serves as a gateway to other classical Arabic text courses. Prereq: ARB 202 or equivalent.

ARB 353. Arab Cinema. 4 Credits.
Introduction to Arab cinema and culture through an examination of the development of cinema in Arabic-speaking countries. Offered alternate years.

ARB 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.

ARB 405. Reading and Conference: [Topic]. 1-5 Credits. Repeatable.

ARB 407. Seminar: [Topic]. 1-5 Credits. Repeatable.

ARB 409. Practicum: [Topic]. 1-5 Credits. Repeatable.

ARB 410. Experimental Course: [Topic]. 1-5 Credits. Repeatable.

ARB 507. Seminar: [Topic]. 1-5 Credits. Repeatable.

ARB 510. Experimental Course: [Topic]. 1-5 Credits. Repeatable.

ARB 605. Reading and Conference: [Topic]. 1-5 Credits. Repeatable.

Courses

REL 101. World Religions: Asian Traditions. 4 Credits.
Introduction to related religious traditions of Asia, including Hinduism, Buddhism, Daoism, Confucianism and Shinto. Readings in sacred texts and scholarly literature. Lecture, discussion.

REL 102. World Religions: Near Eastern Traditions. 4 Credits.
Introduction to the Abrahamic religions of Judaism, Christianity, Islam and to related traditions such as the Zoroastrian, Manichaean, Mandaean, Baha’i. Lecture, discussion.

REL 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.

REL 211. Early Judaism. 4 Credits.
Development of the Jewish religion from its earliest existence until the Christian era.

REL 222. Introduction to the Bible I. 4 Credits.
Content and organization of the Hebrew scriptures (Old Testament); examination of scholarly methods and research tools used in biblical studies.

REL 223. Introduction to the Bible II. 4 Credits.
Examination of the written traditions of early Christianity with an emphasis on the New Testament.

REL 233. Introduction to Islam. 4 Credits.
Islamic religious tradition, beginnings to present. Pre-Islamic Arabia, Prophet Muhammad, pillars of Islam, ethics and piety, Sunni-Shiite divide, reform and renewal movements.

REL 302. Chinese Religions. 4 Credits.
Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Taoism, Han Confucianism, religious Taoism, Chinese Buddhism, Neo-Confucianism, religion in China today.

REL 303. Japanese Religions. 4 Credits.
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.

REL 304. Religions of India. 4 Credits.
An introduction to the major religious traditions of the Indian subcontinent: Hinduism and Buddhism, and more briefly Sikhism and Jainism.

REL 317. Jesus and the Gospels. 4 Credits.
Considers early evidence for Jesus, including canonical and noncanonical gospels, in light of critical scholarship and historical reconstructions.

REL 318. Women in Judaism. 4 Credits.
Women and their roles in Judaism; emphasis on early modern and contemporary eras. Texts read include historical, literary, and theoretical documents.

REL 321. History of Christianity. 4 Credits.
Course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. Covers the ancient period, from the Apostolic Fathers to the Islamic conquests (90–650).

REL 322. History of Christianity. 4 Credits.
Course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. Covers medieval Western Christianity, from the Germanic invasions to the Reformation (400–1500).

REL 323. History of Christianity. 4 Credits.
Course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. Covers modern Western Christianity, from the Reformation to the present (1500 to the present).

REL 324. History of Eastern Christianity. 4 Credits.
Byzantine Christianity from the founding of the Christian Roman Empire to the Fall of Constantinople in the 15th century.

REL 325. History of Eastern Christianity. 4 Credits.
The Eastern churches from the 15th century to the present.
REL 335. Introduction to the Qur’an. 4 Credits.
An introduction to the nature of the Qur’an and the various ways it has been interpreted throughout history by both Muslims and non-Muslims.

REL 353. Dark Self, East and West. 4 Credits.
Comparative examination of selfhood in Eastern and Western religious thought and cultural contexts. Focus on dark side or problematic dimensions of Buddhist, Christian, Daoist, Jewish, and other thought.

REL 355. Mysticism. 4 Credits.
The experiential or mystical dimensions of the three major Abrahamic faiths. Exploration of the original writings of men and women from each spiritual tradition.

REL 357. War, Terrorism, and Religion. 4 Credits.
Offers an examination of the theme of war, terrorism, and religion, focusing on cases of religiously motivated acts of violence in the contemporary era.

REL 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

REL 401. Research: [Topic]. 1-4 Credits.
Repeatable.

REL 403. Thesis. 1-4 Credits.
Repeatable.

REL 405. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.

REL 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

REL 409. Supervised Tutoring. 1-4 Credits.
Repeatable.

REL 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

REL 412. Dead Sea Scrolls: [Topic]. 4 Credits.
Exploration of the Dead Sea Scrolls literature. Focus on either biblical texts and the development of the Hebrew Bible or nonbiblical texts and sectarian Judaism. Repeatable once when topic changes for a maximum of 8 credits.

REL 414. Biblical Book: [Topic]. 4 Credits.
Close reading of one or more books of the Judeo-Christian Bible in literary, historical, and cultural contexts; history of interpretation; and critical scholarship. Repeatable twice when topic changes for a maximum of 12 credits.

REL 418. Martyrdom. 4 Credits.
Exploration of themes of sacrifice and martyrdom in ancient and medieval literatures of the Abrahamic traditions. Comparative approach to development of concepts within and across religious boundaries.

REL 424. Early and Medieval Christian Heresy. 4 Credits.
Survey of various heretical beliefs from early medieval Christian history; examines alternative visions of Christian truth, and the formation from heterodoxy of orthodoxy.

REL 426. Sex and Gender in Early Christianity. 4 Credits.
Study of how and why certain early Christians sought, successfully, to normalize certain interrelated cultural constructions of gender, the body, and sexuality.

REL 432. Islamic Mysticism: [Topic]. 4 Credits.
Inner dimensions of Islamic piety and righteousness, from the Koranic and prophetic foundations to principal thinkers in the medieval Arabic and Persian Sufi traditions. Repeatable twice for a maximum of 12 credits.

REL 435. Advanced Study of the Qur’an: [Topic]. 4 Credits.
Close reading of a section of the Qur’an in terms of its literary, historical, and cultural contexts, history of interpretation, and critical scholarship. Sequence with REL 335. Repeatable once for a maximum of 8 credits when topic changes.

REL 440. Readings in Buddhist Scriptures. 4 Credits.
Readings in representative scriptures in English translation. Selection based on their import in development of Indian Buddhist philosophy and their impact on evolution of East Asian forms of Buddhism.

REL 444. Medieval Japanese Buddhism. 4 Credits.
Medieval Japanese Buddhism of the 12th and 13th centuries. Examination of religious thought and cultural history including Zen and Pure Land.

REL 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

REL 508. Colloquium: [Topic]. 1-4 Credits.
Repeatable.

REL 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

REL 512. Dead Sea Scrolls: [Topic]. 4 Credits.
Exploration of the Dead Sea Scrolls literature. Focus on either biblical texts and the development of the Hebrew Bible or nonbiblical texts and sectarian Judaism. Repeatable once when topic changes for a maximum of 8 credits.

REL 514. Biblical Book: [Topic]. 4 Credits.
Close reading of one or more books of the Judeo-Christian Bible in literary, historical, and cultural contexts; history of interpretation; and critical scholarship. Repeatable twice when topic changes for a maximum of 12 credits.

REL 518. Martyrdom. 4 Credits.
Exploration of themes of sacrifice and martyrdom in ancient and medieval literatures of the Abrahamic traditions. Comparative approach to development of concepts within and across religious boundaries.

REL 524. Early and Medieval Christian Heresy. 4 Credits.
Survey of various heretical beliefs from early medieval Christian history; examines alternative visions of Christian truth, and the formation from heterodoxy of orthodoxy.

REL 526. Sex and Gender in Early Christianity. 4 Credits.
Study of how and why certain early Christians sought, successfully, to normalize certain interrelated cultural constructions of gender, the body, and sexuality.

REL 532. Islamic Mysticism: [Topic]. 4 Credits.
Inner dimensions of Islamic piety and righteousness, from the Koranic and prophetic foundations to principal thinkers in the medieval Arabic and Persian Sufi traditions. Repeatable twice for a maximum of 12 credits.
REL 540. Readings in Buddhist Scriptures. 4 Credits.
Readings in representative scriptures in English translation. Selection based on their import in development of Indian Buddhist philosophy and their impact on evolution of East Asian forms of Buddhism.

REL 544. Medieval Japanese Buddhism. 4 Credits.
Medieval Japanese Buddhism of the 12th and 13th centuries. Examination of religious thought and cultural history including Zen and Pure Land.

REL 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

REL 608. Colloquium: [Topic]. 1-16 Credits.
Repeatable.

REL 609. Supervised Tutoring. 1-16 Credits.
Repeatable.

Romance Languages

Amalia Gladhart, Department Head
541-346-4021
541-346-4030 fax
102 Friendly Hall
1233 University of Oregon
Eugene, Oregon 97403-1233

The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literatures and cultures of French-, Italian-, Portuguese-, and Spanish-speaking countries. Students can earn a bachelor of arts (BA) degree in French, Italian, Spanish, or Romance languages; the master of arts (MA) is also available in these areas. The doctor of philosophy (PhD), awarded in Romance languages, encompasses a primary language and literature and a supporting area. Romance languages is a liberal-arts major, providing a valuable background for students interested in graduate work, teaching, and a wide array of other professional and international careers that require strong analytical and communication skills.

Preparation

The department recommends the following preparation for study leading to a major in any of the Romance languages:

1. As much work as possible in the student’s major language. Knowledge of a second Romance language is helpful but not required
2. Knowledge of the history, geography, and politics of the areas where the student’s major language is spoken
3. Communication skills, speech, and essay writing that help the student convey ideas logically. In literature and film courses, papers or essay examinations are generally required
4. Experience in literary and cultural studies and linguistics

Careers

Students who graduate with a bachelor of arts degree in Romance languages typically enter a variety of occupations. Language teaching is an obvious possibility. Proficiency in a second language and knowledge of other cultures enhances study and career opportunities in other areas as well. Romance languages majors, especially those who have a second major in another discipline (e.g., art history, business administration, economics, family and human services, history, international studies, journalism, music, or political science) find positions in communications media, government foreign service, international business and law, libraries, social service organizations, and travel and tourist-related agencies, among others.

Faculty

Faculty members in the Department of Romance Languages actively participate in other UO interdisciplinary programs and departments (e.g., African studies, cinema studies, comparative literature, European studies, Latin American studies, linguistics, medieval studies, and women’s and gender studies). For descriptions, see those sections of this catalog.

Scholarships

The department administers scholarships for undergraduate and graduate students of Romance languages:

- The Leona M. Kail Scholarship supports studies in the Department of Romance Languages
- The Perry J. Powers Scholarship is awarded annually to an outstanding Romance languages student
- The Charles Stickles Endowment Scholarship is awarded for study in a Spanish-speaking country
- The Emmanuel Hatzantonis Scholarship is awarded every year to a Romance languages major or minor who is studying in Italy with the university’s overseas study program
- The Helen Fe Jones Spanish Student Fellowship supports study abroad in a Spanish-speaking country
- The Francoise Calin scholarship is awarded every year to a French major or minor
- The James T. and Mary Alice Wetzel Graduate Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages
- The Beall Graduate Dissertation Scholarship is awarded to doctoral students to support dissertation writing

More information may be obtained from the department office in early January or on the department website, rl.uoregon.edu/scholarships.

Faculty


Rafael Arias, instructor (Spanish); BA, 2009, MA, 2011, Oregon (2011)


Mayra Bottaro, assistant professor (18th- and 19th-century Spanish American literature and culture, transatlantic studies, print and material culture). Licenciatura, 2000, Salvador; PhD, 2013, California, Berkeley. (2012)


Nadia Ceccacci, senior instructor (Italian); supervisor-coordinator, first- and second-year Italian programs. Corso di laurea in Lingue e Letterature

Jeffrey Contreras, instructor (Spanish); BA, 2001, Oregon State, MA, 2009, Oregon. (2010)


Laurie deGonzalez, senior instructor; supervisor and cocordinator, first-year Spanish program. BA, 1979, Antioch; MA, 1987, Monterey Institute of International Studies. (1993)


Connie Dickey, instructor (French); supervisor-coordinator, first-year French program. BA, 1979, Portland; MA, 1981, Seattle; PhD, 1991, California, Berkeley. (2014)


Paulo Henriquez, instructor (Spanish); licenciado en castellano, 2000, Universidad Austral de Chile; MA, 2005, PhD, 2012, Oregon. (2012)


Kelley León Howarth, senior instructor (Spanish); cohead, undergraduate advising. BA, 1995, Wisconsin, Eau Claire; MA, 2002, Oregon. (2002)


Leah Middlebrook, associate professor (early modern Spanish and French literature and culture, lyric poetry, comparative literature). See Comparative Literature.


Rosario Murcia, senior instructor; supervisor-coordinator, second-year Spanish program. BA, 1984, Alicante; MA, 1988, Oregon. (1988)


Carrie Reilly, instructor (Spanish); BA, 1994, Saginaw Valley State; MA, 1998, Arkansas. (2009)


Melanie Williams, senior instructor (French); cohead, undergraduate advising. BA, 1992, MA, 1996, Oregon. (1996)


Emeriti


Richard H. Desroches, associate professor emeritus. BA, 1947, Clark; PhD, 1962, Yale. (1957)


Sylvia Giustina, senior instructor emerita. BA, 1956, Maryhurst; MA, 1966, Oregon. (1968)


Steven Rendall, professor emeritus. BA, 1961, Colorado; PhD, 1967, Johns Hopkins. (1967)


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

- Bachelor of Arts: French
- Bachelor of Arts: Italian
- Bachelor of Arts: Spanish (p. 469)
- Bachelor of Arts: Romance Languages
- Minor: French
- Minor: Italian
- Minor: Spanish

Undergraduate Studies

Programs leading to undergraduate degrees are offered in French, Italian, Spanish, and Romance languages (a major that combines advanced study in two languages). Students concentrate on the languages, literatures, and cultures of the Romance world, both modern and historical. They work on understanding, speaking, reading, and writing the modern language; they also focus on the historical roots of these languages and cultures, and on their writings—fiction, poetry, film, theater, criticism, and nonfiction.

To get exposure to the cultures of the countries where Romance languages are spoken, students are urged to study abroad. Visit the department website (http://rl.uoregon.edu/study-abroad) for more information.

Students who intend to pursue graduate work in Romance languages are advised to begin a second Romance language early in their studies. Courses in English and other literatures are also recommended. A goal of the department is to give students a thorough view of the cultures of the countries where Romance languages are spoken.

Major Requirements

Students are urged to consult their faculty advisors regularly to create balanced programs and avoid mistakes in course selection.

French, Italian, or Spanish

Courses for the major must be taught in the target language and address the target culture; readings in courses taken for the major must be in the target language. Internship credits, always taken pass/no pass, do not apply toward major or minor requirements. Courses must be passed with grades of C– or better beyond the second-year language sequence.

Bachelor of Arts: French

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 301</td>
<td>Culture et langage: la France contemporaine</td>
<td>4</td>
</tr>
<tr>
<td>FR 302</td>
<td>Culture et langage: Le monde francophone contemporain</td>
<td>4</td>
</tr>
</tbody>
</table>

Select three of the following, or their equivalent: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 312</td>
<td>French Survey: Francophone Literature</td>
</tr>
<tr>
<td>FR 317</td>
<td>French Survey: Medieval and Renaissance</td>
</tr>
<tr>
<td>FR 318</td>
<td>French Survey: Baroque and Enlightenment</td>
</tr>
<tr>
<td>FR 319</td>
<td>French Survey: 19th and 20th Centuries</td>
</tr>
<tr>
<td>FR 416</td>
<td>Advanced Writing in French</td>
</tr>
</tbody>
</table>
French-English Translation

300-level or higher French literature, film, or translation courses 2
Upper-division French electives taught in French 3

Total Credits 48

2. Taught in residence on the Eugene campus. At least 8 credits must be at the 400 level.
3. Must address the cultures of the French-speaking world (e.g., courses in literature, language, culture, film).

Bachelor of Arts: Italian

ITAL 301 Cultura e lingua: l'Italia contemporanea 4
ITAL 303 Cultura e lingua: societa, economia, politica 4
ITAL 307 Oral Skills ((twice) or another 300-level language course) 4
ITAL 317–319 Italian Survey 12
Italian literature courses beyond the surveys. 1 12
Upper-division Italian electives taught in Italian 2 12

Total Credits 48

1. Taught in residence on the Eugene campus. At least 8 credits must be at the 400 level.
2. Courses must be upper-division, taught in Italian and address the cultures of the Italian-speaking world (e.g. courses in literature, language, culture, film, etc.)

Bachelor of Arts: Spanish with Literature and Culture Concentration

Lengua y cultura

Two from the following: 8
SPAN 301 Cultura y Lengua: Identidades Hispanas
SPAN 303 Cultura y lengua: expresiones artisticas
SPAN 305 Cultura y lengua: cambios sociales

Advanced Writing
SPAN 311 Advanced Writing in Spanish 1 4
or SPAN 312 Spanish in the Media

Survey Courses
Three from the following: 12
SPAN 341 Hispanic Cultures through Literature I
SPAN 342 Hispanic Cultures through Literature II
SPAN 343 Hispanic Cultures through Literature III
SPAN 344 Hispanic Cultures through Literature IV

Expertise and Mastery
Three courses in literature, film, or translation in Spanish: one from SPAN 348 or above; two from SPAN 407, SPAN 436, or above.

Electives
Upper-division courses in literature, film, or linguistics, taught in Spanish, that address the cultures of the Spanish-speaking world

Experiential Learning

Total Credits 48

1. Students cannot receive credit for both SPAN 311 and SPAN 312.
2. Taught in residence on the Eugene campus. At least 8 credits must be at the 407 level or higher.
3. Must involve at least 30 hours of work per term.

Romance Languages

Romance languages majors must complete a minimum of 12 credits in literature, film, translation, and/or linguistics courses on the Eugene campus. At least 8 credits of these 12 must be in courses numbered 407 or higher.

Bachelor of Arts: Romance Languages

First Romance Language
Language courses 12
Literature survey sequence for French, Italian, or Spanish: 1 12
Three of the following in French:
for the minor must be passed with grades of C– or better and must be in

Students may earn a minor in French, Italian, or Spanish. Courses taken

Minor Requirements

Students may earn a minor in French, Italian, or Spanish. Courses taken for the minor must be passed with grades of C– or better and must be in the target language and address the target culture. Further details are available on the department website.

Minor in French

Upper-division language courses 12
Upper-division courses in literature, linguistics, translation, or film 1 12
Upper-division electives taught in French 2 4
Total Credits 28

1 Must be taught on the Eugene campus.
2 Courses must be upper-division, taught in French and address the cultures of the French-speaking world (e.g. courses in literature, linguistics, language, culture, film, etc.)

Minor in Italian

Upper-division language courses 12
Upper-division courses in literature, linguistics, translation, or film 1 12
Upper-division electives taught in Italian 2 4
Total Credits 28

1 Must be taught on the Eugene campus.
2 Courses must be upper-division, taught in Italian and address the cultures of the Italian-speaking world (e.g. courses in literature, linguistics, language, culture, film, etc.)

Minor in Spanish

Upper-division language courses 12
Upper-division courses in literature, linguistics, translation, or film 1 12
Upper-division electives taught in Spanish 2 4
Total Credits 28

1 Must be taught on the Eugene campus.
2 Courses must be upper-division, taught in Spanish and address the cultures of the Spanish-speaking world (e.g. courses in literature, linguistics, language, culture, film, etc.)

Study Abroad

One of the best ways to learn a language and its culture is the experience of immersion in it. The Department of Romance Languages strongly encourages students to participate in one of the numerous study-abroad programs that the UO offers. Visit the department website (http://rl.uoregon.edu/study-abroad) for more information.

The department sponsors programs for the study of French, Italian, Portuguese, and Spanish languages and cultures. Students live, study, and travel in Europe, Africa, and the Americas, in countries such as Argentina, Bolivia, Brazil, Ecuador, France, Italy, Mexico, Morocco, Peru, Senegal, and Spain. Cosponsoring programs include IE3 Global, the Council on International Educational Exchange, the School for International Training, and the National Student Exchange.

To ensure success in goals of language and cultural study, majors and minors in the department need to identify the program that best fits their academic requirements, financial situation, and personal interests. The list of programs posted on the department website is recommended.
based on their outstanding academic, linguistic, and cultural opportunities and strong on-site support.

Before traveling abroad, students should consult their assigned major or minor advisor about the selection of a program and the courses to be taken within that program.

Tips for Selecting a Study-Abroad Program

• Choose a program that offers a maximum of immersion (e.g., living with host families or local students, course work entirely in the target language, direct university enrollment opportunities)
• Longer programs offer you more opportunity to acclimate to the language, to be more fully immersed in the local culture, and to form meaningful relationships with people from the host country
• Courses in which the readings and lectures are in English do not count toward majors or minors in the Department of Romance Languages or the UO bachelor of arts second-language requirement
• Students in all UO overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. Advisors can help students determine course equivalencies to maximize the credits applied to course requirements for the degree
• The department offers scholarships to help students with travel expenses for language learning and research projects. For more information, visit the scholarships page (http://rl.uoregon.edu/scholarships).

For additional information and to obtain applications for specific programs, contact the Office of International Affairs at (541) 346-3206. For questions on applying study-abroad credit to majors or minors, students should visit their assigned departmental advisor.

Cultural Ambassador Program in Spain

The Ministry of Education of Spain offers more than 1,200 openings for U.S. and Canadian language and culture assistants (termed “cultural ambassadors”). The positions are offered in Spain’s equivalent of the K–12 school system of public education.

Teaching Assistant Program in France

This program is coordinated by the French Embassy and offers 1,500 positions for native English speakers with a demonstrated knowledge of French to teach and its overseas department in France, to assist French teachers with English courses for a period of six to nine months, or both. The positions are offered in elementary and high schools (écoles primaires, collèges, and lycées). This is an excellent opportunity for graduating seniors with interest in education and experience abroad. It is open to United States citizens or permanent residents under 29 years of age with a demonstrated knowledge of French—not just majors or minors. The Department of Romance Languages does not administer the program, but simply offers guidance to interested students, and gives information and advice on the application process and on the program itself.

Kindergarten through Secondary School Teaching Careers

Students who complete a degree with a major in French, Spanish, or Romance languages are eligible to apply for the College of Education’s fifth-year licensure program in middle-secondary teaching. Students may also apply to the fifth-year licensure program to become an elementary teacher. More information is available from the department’s education advisor, Robert Davis; see also the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Romance Languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

For additional information and to obtain applications for specific programs, contact the Office of International Affairs at (541) 346-3206. For questions on applying study-abroad credit to majors or minors, students should visit their assigned departmental advisor.

Cultural Ambassador Program in Spain

The Ministry of Education of Spain offers more than 1,200 openings for U.S. and Canadian language and culture assistants (termed “cultural ambassadors”). The positions are offered in Spain’s equivalent of the K–12 school system of public education.

Teaching Assistant Program in France

This program is coordinated by the French Embassy and offers 1,500 positions for native English speakers with a demonstrated knowledge of French to teach and its overseas department in France, to assist French teachers with English courses for a period of six to nine months, or both. The positions are offered in elementary and high schools (écoles primaires, collèges, and lycées). This is an excellent opportunity for graduating seniors with interest in education and experience abroad. It is open to United States citizens or permanent residents under 29 years of age with a demonstrated knowledge of French—not just majors or minors. The Department of Romance Languages does not administer the program, but simply offers guidance to interested students, and gives information and advice on the application process and on the program itself.

Kindergarten through Secondary School Teaching Careers

Students who complete a degree with a major in French, Spanish, or Romance languages are eligible to apply for the College of Education’s fifth-year licensure program in middle-secondary teaching. Students may also apply to the fifth-year licensure program to become an elementary teacher. More information is available from the department’s education advisor, Robert Davis; see also the College of Education section of this catalog.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Romance Languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
## Bachelor of Arts in French

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

## Bachelor of Arts in Italian

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Arts in Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 0

---

### Graduate Studies

The Department of Romance Languages offers programs of study leading to the degree of master of arts (MA) in Romance languages, French, Italian, or Spanish and to the degree of doctor of philosophy (PhD) in Romance languages.

The master's degree program provides solid grounding and broad coverage in the literatures and cultures of each of the language areas. The PhD program allows students to focus on a specific literary and/or cultural field of interest.

Students follow these degree programs in an intellectually stimulating and supportive environment, characterized by close personal supervision, interdisciplinary approaches to literary and cultural studies, and professional training in both research methods and foreign-language pedagogy.

The university's library resources for research in French, Italian, and Spanish support the department's graduate programs; in some fields they are outstanding. The library's holdings of learned periodicals are extensive.

- Master of Arts: French (p. 474)
- Master of Arts: Italian
- Master of Arts: Spanish (p. 475)
- Master of Arts: Romance Languages
- Doctor of Philosophy
Admission

An applicant for admission to the master of arts (MA) program should have completed an undergraduate major in a Romance language and literature or its equivalent (e.g., licentie, laurea, licenciatura). Students with a degree in another discipline may apply, provided they have a good knowledge of at least one Romance language and are familiar with one Romance literature.

An applicant for admission to the PhD program should have completed a master of arts degree in a Romance language and literature or its equivalent. Students should have at least a reading knowledge of a second Romance language upon entering the PhD program.

Admission Procedure

Applications may be made online at rl.uoregon.edu/graduate/admissions. Applicants are required to

- upload transcripts
- submit a 750-word statement of purpose describing academic experience, the reasons for wanting to do graduate work in the Department of Romance Languages, and eventual career goals. Students applying to the PhD program are encouraged to specify research interests
- submit three letters of recommendation from faculty members who can directly comment on the applicant’s language competence and aptitude for graduate studies in literature. One letter may refer to potential teaching ability

International students must demonstrate proficiency in English to the Graduate School and the Department of Romance Languages by one of the following three methods:

1. Submit an acceptable score from the Test of English as a Foreign Language (TOEFL) examination, currently offered in paper-based (written) or Internet-based formats. A minimum score of 575 on the paper-based test or 88 on the Internet-based test is required. More information on Graduate School admission requirements may be found at gradschool.uoregon.edu/academic-programs?page=gradProgramInfo
2. Submit an acceptable score from the International English Language Testing System (IELTS) examination. The minimum IELTS (academic module) overall band score for graduate admission is 7.0
3. Submit degree transcripts proving that you have received a bachelor’s degree or higher from an accredited U.S. institution or from an institution in the following countries: Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom

If applying to the PhD program, submit a substantial writing sample (e.g., master’s thesis graduate seminar paper or master’s-level research paper on a relevant topic).

In addition to the application, send all official transcripts showing college-level work as of the date of application to the department’s graduate coordinator at the following address:

University of Oregon
Department of Romance Languages
1233 University of Oregon
Eugene, Oregon 97403-1233

Priority is given to applicants whose files are complete by January 6. The department’s graduate admissions committee reviews the completed file and notifies each applicant of its decision. New students are typically admitted to the program for fall term.

Graduate Teaching Fellowships

Graduate Teaching Fellowships are available each year for new graduate students in the department. Students should apply to the department by January 6 for fall admission and appointment priority. In exceptional cases, these fellowships may be supplemented by academic scholarships and awards.

Students who hold a graduate teaching fellow (GTF) appointment are required to register and complete a minimum of 9 graduate credits during each quarter of their appointment, all of which must apply toward their degree programs. GTF support to complete the master’s degree program is two years.

Master of Arts Program

Students entering the MA program may specialize in French, Italian, or Spanish, or combine two of these fields for a major in Romance languages. The master of arts program consists of course work, written examinations, and a research project. The program is designed to be completed in two years.

To help students navigate requirements, a faculty advisor is assigned by the department during fall term of the first year. Students may change advisors later if they wish.

Degree Requirements

All courses must be taken on a graded basis. Course work must be completed with grades of B– or better, and a grade point average (GPA) of 3.00 or better must be maintained.

A student whose knowledge of the language or languages is found to be deficient must take remedial work—an advanced writing class, additional study abroad, or some form of language immersion.

Master of Arts: French

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 608</td>
<td>Workshop: [Topic]</td>
<td>2-4</td>
</tr>
<tr>
<td>RL 620</td>
<td>Graduate Study in Romance Languages</td>
<td>2-4</td>
</tr>
<tr>
<td>RL 623</td>
<td>Romance Languages Colloquium: [Topic]</td>
<td>2-4</td>
</tr>
<tr>
<td>RL 607</td>
<td>Seminar: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Two graduate-level courses in medieval and Renaissance literature</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Two graduate-level courses in 17th–18th centuries literature</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Two graduate-level courses in literature from 1830 to 1945</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Two graduate-level courses in literature from 1945 to the present</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>French language courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Research project</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 52-58

1. Taken fall term of first year.
2. Taken winter term of first year.
3. Taken in preparation for second-year fall forum.

Master of Arts: Italian

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 608</td>
<td>Workshop: [Topic]</td>
<td>2-4</td>
</tr>
<tr>
<td>RL 620</td>
<td>Graduate Study in Romance Languages</td>
<td>2-4</td>
</tr>
</tbody>
</table>
RL 623  Romance Languages Colloquium: [Topic] 3  2-4
RL 607  Seminar: [Topic] 3  2
Two graduate-level courses in medieval literature 8
Two graduate-level courses in Renaissance literature 8
Two graduate-level courses in 17th–19th century literature 8
Two graduate-level courses in literature from 20th century to the present 8
Italian language courses 12
Research project

Total Credits 52-58

1  Taken fall term of first year.
2  Taken winter term of first year.
3  Taken in preparation for second-year fall forum.

Master of Arts: Spanish

RL 608  Workshop: [Topic] 1  2-4
RL 620  Graduate Study in Romance Languages 2  2-4
RL 623  Romance Languages Colloquium: [Topic] 3  2-4
RL 607  Seminar: [Topic] 3  2
Two graduate-level courses in literature from 11th century to 1605 8
Two graduate-level courses in literature from 1605 to 1810 8
Two graduate-level courses in literature from 1810 to 1939 8
Two graduate-level courses in literature from 1939 to the present 8
Spanish language courses 12
Research project

Total Credits 52-58

1  Taken fall term of first year.
2  Taken winter term of first year.
3  Taken in preparation for second-year fall forum.

Master of Arts: Romance Language

RL 608  Workshop: [Topic] 1  2-4
RL 620  Graduate Study in Romance Languages 2  2-4
RL 623  Romance Languages Colloquium: [Topic] 3  2-4
RL 607  Seminar: [Topic] 3  2
Graduate-level course in each literary period in major language (see Literary Periods list) 16
Graduate-level course in each of two periods in major language 8
Graduate-level course in each literary period in minor language 16
Research project

Total Credits 48-54

• Italian
  • medieval
  • Renaissance
  • 17th–19th centuries
  • 20th century to the present
• Spanish
  • 11th century–1605
  • 1605–1810
  • 1810–1939
  • 1939 to the present

Master of Arts Research Project

The degree requires a research project (either a master's essay or a pedagogy portfolio) that allows a student to expand his or her expertise in literary and cultural studies or in teaching language, literature, and culture. A faculty member oversees the development of the final product and evaluates it. The student must identify a faculty member willing to serve as director and secure his or her signature of approval for the project by the ninth week of spring term of the first year.

The research project should be between 6,000 and 9,000 words. In consultation with the research project director, the student chooses whether to write the project in a Romance language or in English.

Research projects are approved by the director and are referred to the student’s MA examination committee (see below) for remediation if the work is found to be deficient or in need of revision. The director submits a final copy of the approved essay or portfolio to the department office by the last day of classes in spring term of the second year.

Essay in Literary and Cultural Studies

This essay allows students to widen their knowledge in one or more Romance languages, literatures, and cultures. In addition, the essay permits students to focus in greater depth on writing formal academic prose, presenting an interpretation, constructing an argument, documenting sources and references, and honing persuasive strategies. At the end of the first year of study, the student chooses one of the seminar papers that he or she submitted during the first three terms of course work. During the summer session immediately following, the student expands and polishes the paper.

Students who plan to apply for the PhD program in Romance languages at the University of Oregon must complete an essay in literary and cultural studies.

MA Pedagogy Portfolio in Teaching Language, Literature, and Culture

This project allows students to explore in depth specific issues of teaching a Romance language, its literature and cultures. The portfolio is designed in consultation with the director and serves to demonstrate the student’s professional expertise. The portfolio may include the following documents: a coherent collection of teaching materials supported by a theoretical rationale; a description, personal assessment, and third-party evaluation of an internship experience (e.g., a participatory learning experience at the UO); a formal “philosophy of teaching” statement; documentation of participation in a professional conference; and other components as recommended by the director.
Students who plan to apply for the doctoral program in Romance languages at the University of Oregon must complete a master of arts essay in literary and cultural studies.

Examinations
The master of arts examination comprises two four-hour exams taken in the seventh week of spring term in the second year.

For students studying for the MA in French, Italian, or Spanish, the first exam consists of one specific question in each of the four literary periods. The second exam consists of a detailed analysis of a short text in two parts: a close reading of the text and a consideration of the text in its social, historical, cultural, and/or literary contexts. The student, in consultation with the examination committee, chooses in which of the four periods this second exam is done.

The exams for the Romance languages MA are similar to those for French, Italian and Spanish. However, in the first exam students are asked to draw on examples from both their major and minor literatures in their answer to at least one of the questions. They are encouraged (but not required) to refer to both literatures in their answers to the other three short questions.

The graduate secretary informs the students and the examination committee members of the scheduled exam date.

Examination Committee
By the sixth week of fall term in the second year, students submit to their advisors and to the director of graduate studies an MA Examination Committee form with the names of faculty members suggested to cover other examination periods and signed by the committee chair.

By the end of the tenth week of fall term in the second year, students submit a preliminary examination reading list of literary works on which to be examined to the members of their exam committees and to the director of graduate studies.

Examination Reading List
Students construct a reading list, drawn up in consultation with the exam committee, using the departmental reading list and the syllabuses and bibliographies of the seminars they have taken, as well as the summer reading done in preparation for the fall forum.

For students studying for the MA in French, Italian, or Spanish, the reading list consists of at least ten items in each of the four periods, drawn up in consultation with the exam committee. Of the ten works in each period, at least five must be chosen from the departmental reading list. The other works can be suggested by the student, based on his or her own interests and readings.

For students studying for the MA in Romance languages, the reading list consists of at least twelve items in each of the four periods: eight in the major language and four in the minor. Of the eight works in the major language, at least four must be chosen from the departmental reading list; all texts in the minor language must be chosen from the departmental reading list.

The examination reading list also contains two additional secondary readings (usually literary histories or general literary surveys) that cover the four periods, also drawn from the departmental reading list.

The final version of the examination reading list must be approved and signed by the student’s exam committee and filed with the graduate secretary by the end of winter term of the second year. Students are responsible for distributing the approved reading list to the MA committee members as soon as the list is approved.

Examination Questions
In all fields, one of the two exams must be answered in the candidate’s major language; the other can be written in the major language or in English. Choice of language is to be determined in consultation with the committee chair.

The four members of the MA exam committee work together to prepare the questions for the candidate. The exam committee chair is responsible for collecting questions from the committee members and submitting them to the graduate secretary. On the first exam, the candidate answers four questions, choosing between two questions in each of four periods. On the second exam, the candidate chooses between two possible selections for the close reading analysis. The four members read and grade both exams and come to an agreement on the final grade to be submitted for each exam. The committee chair moderates this discussion, submits the grades to the graduate secretary, and communicates the results to the candidate. The student passes when the average grade for each exam is satisfactory (low pass, pass or high pass).

The master’s examination is a closed book exam and therefore without footnotes or a bibliography. The exam must be typed using a twelve-point font, double-spaced.

Students who fail the master of arts examination in whole or in part will be allowed to take it over (in whole or in part) once. They are encouraged to do so during the course of the following term (usually the summer session) and no later than six months after failing. If they fail again, they are disqualified.

Research: [Topic] (FR 601), Research: [Topic] (ITAL 601), or Research: [Topic] (SPAN 601) and Practicum: [Topic] (FR 609), Practicum: [Topic] (ITAL 609), or Practicum: [Topic] (SPAN 609).

Students who hold a GTF appointment may register for 2 credits of Practicum or one credit of Research in order to complete the nine credits per term required by the Graduate School (two graduate courses constitute 8 credits). During the first quarter of their first year, students holding a GTF appointment use Practicum to develop their teaching skills in practical application. Students not holding a GTF appointment are encouraged to take a third course (for a total of 12 credits) or 1 credit of Research to work on an independent research project.

Reading and Conference: [Topic] (FR 605), Reading and Conference: [Topic] (ITAL 605), or Reading and Conference: [Topic] (SPAN 605).

Students who may request to do a Reading and Conference course to address a specific problem on which no course currently exists. Before the end of the term preceding the Reading and Conference course, the student prepares a project proposal and submits it to the faculty member with whom he or she wants to work. The project proposal should include a statement of the problem the student wants to explore and a tentative reading list of primary and secondary sources. Only one 4-credit Reading and Conference course may be used to satisfy requirements for the MA degree.

Reading and Conference: [Topic] (RL 605). The purpose of this required independent reading course is to motivate students to begin reading during the summer following their first year in the MA program in preparation for the exams that will take place in the spring term of their second year.

During the spring term of the first year of the MA program, students present to their advisors a reading list of eight to ten works to be studied
The University of Oregon

The PhD program in Romance languages is designed to provide

- a thorough familiarity with several fields (e.g., a movement, a genre, a period, or a literary problem)
- the opportunity to situate the student’s special interests in the wider context of Romance languages and literatures as well as in the context of trends inside and outside Western European culture
- the tools necessary to engage literary issues at a high level
- the ability to examine new and challenging literary or theoretical perspectives

Students who enter the PhD program with no knowledge of a second Romance language are required to start learning one as soon as possible during their graduate studies.

The PhD program has five components: course work, comprehensive examination, dissertation prospectus, original dissertation, and final oral defense.

**Course Work**

The PhD degree requires a total of 84 graduate-level credits—32 credits in addition to the 52 required for the master’s degree. Course work applied to the degree must be taken for letter grades, and a grade point average (GPA) of 3.00 or better must be maintained.

Students must complete at least 21 graduate seminars in the department (at least 84 credits in all) beyond the bachelor’s degree. PhD students must thus take at least 8 graduate courses (32 credits) beyond the 13 courses (52 credits) required for the master’s. Only one of these 8 courses (4 credits) may be satisfied in the form of a Reading and Conference course (Reading and Conference: [Topic] (FR 605), Reading and Conference: [Topic] (ITAL 605), or Reading and Conference: [Topic] (SPAN 605)).

Of the twenty-one courses (84 credits), three (12 credits) must be taken in a second Romance language.

As many as three of the twenty-one courses (12 of the 84 credits) may be taken outside the department, with the authorization of the advisor, and provided that the courses bear directly on the student’s program of study.

Doctoral students are also strongly encouraged to take Romance Languages Colloquium: [Topic] (RL 623) for at least two credits. Colloquium may either be taken as a 2-credit pass/no pass course (in which case it does not count toward the 52 credits required for the degree) or as a 4-credit graded course.

Students with an MA in French, Italian, Spanish, or Romance languages from the University of Oregon may count a maximum of two graduate courses completed during the MA program toward PhD course requirements, provided that these courses were not used to fulfill MA requirements.

Graduate students with an MA in French, Italian, Spanish, or Romance languages from another institution must take a minimum of 40 credits in the Department of Romance Languages. The department’s graduate committee evaluates previous graduate course work and determines whether additional work is necessary to fill any gaps in a student’s preparation. This may result in a student having to take more than 40 credits at the University of Oregon—up to a maximum of 68 credits. If the candidate is found to be seriously deficient or if the master’s degree is in a field other than Romance languages, the graduate committee may admit the student into the master’s program. In this case, the student may submit a petition to the committee to transfer a maximum of three courses toward the twelve courses required for the MA. This petition may be submitted after the student has completed four graduate-level courses with grades of mid-B or better in the Romance languages master’s program.

**Comprehensive Examination**

Students entering the PhD program should develop, as soon as possible but no later than the third term of course work beyond the master’s degree, a field of interest that forms the basis of their research for the PhD comprehensive examination and ideally for the dissertation. This field of interest usually emerges from the selected courses and shapes the areas of concentration represented on the comprehensive examination.

The comprehensive examination consists of two written examinations and an oral examination. Each written examination covers a subfield that pertains to the student’s field of interest. The subfields should be defined and prepared with three members of the Romance languages faculty.
who constitute the PhD examination committee. One of these faculty members should represent the student's second Romance language. A fourth member may be added from another department. In consultation with the members of the examination committee, the student creates a reading list for each of the subfields. The reading list must be approved by the examination committee no later than four weeks before the date of the exam. Student are responsible for distributing the reading list to the committee members of the examination committee as soon as the list is approved.

The written examinations take the form of two essays that respond to questions formulated by members of the PhD examination committee. Each written examination covers one of the subfields and is a maximum of twenty double-spaced, typed pages in length. The student has two weeks to write each of the two essays.

Two weeks after the successful completion of the written essays, the student takes an oral examination. The oral examination attempts to integrate the subfields addressed in the written examinations with the other facets of the student's declared field of interest. In a two-hour conversation, the candidate and the committee members examine and elaborate on ways in which the written essays help to define a project within the student's field of interest.

Typically undertaken during the fifth term of study following the master's degree, the comprehensive examination should result in clarification of the dissertation's subject matter and possible approaches to it. The exam should, in other words, yield at least a tentative dissertation topic.

A student who fails the PhD examination in whole or in part will be allowed to take it over (in whole or in part) once. A second failure results in disqualification.

It is the student's responsibility to schedule both the written and oral portions of the comprehensive examination.

With the successful completion of the PhD comprehensive exam, the student will advance to candidacy and begin preparing the dissertation prospectus.

**Dissertation Prospectus**

The prospectus, typically completed during the sixth term of study following the master's degree, defines the scope of the dissertation and demonstrates the originality of the project. It consists of an eight- to ten-page description of the proposed dissertation project and a substantial research bibliography of primary and secondary material.

Students are responsible for putting together a dissertation committee, which typically consists of four members: one director and two readers from the Department of Romance Languages, and one reader from another department. A student may also choose to have two codirectors in the Department of Romance Languages (plus two further members of the department).

When the student has a solid draft of the prospectus, she or he schedules a meeting with the dissertation committee members for a presentation and discussion of the prospectus. Following this conversation, the student will make final revisions to the prospectus. Once the committee has given its final approval, the student submits the prospectus to the department for filing.

Students are reminded that they must have a dissertation committee in place and proper documents filed with the Graduate School six months before the dissertation defense.

Any student making significant changes to the dissertation project after the final approval of the prospectus must schedule a meeting with the dissertation committee before proceeding.

**Dissertation**

The dissertation constitutes an original and valuable contribution to scholarship in the student's field of interest. It should be characterized by mature literary interpretation, informed and reasoned argument, and an awareness of the means and goals of research.

It is the student's responsibility to ascertain the rules and deadlines of the Graduate School for proper filing of the dissertation. Students are strongly encouraged to familiarize themselves with the stringent formatting and structure guidelines for the dissertation provided by the Graduate School (available online).

A final copy of the dissertation must be distributed to the dissertation committee for final approval at least three weeks before the dissertation defense.

**Final Oral Defense**

When all members of the dissertation committee have approved the dissertation, a final public oral presentation and defense of the work is held.

**Funding**

All post-MA work, including the dissertation, is typically completed in four to five years of study. PhD students making satisfactory progress toward the degree are eligible for funding packages in the form of Graduate Teaching Fellowships. These fellowships include stipends for teaching, as well as tuition waivers. Satisfactory progress entails completing all courses taken for credit with a grade of mid-B or better; passing the PhD comprehensive examination; timely submission of an acceptable dissertation prospectus; and regular and timely progress on the dissertation itself.

**Courses**

**FR 101. First-Year French. 5 Credits.**

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.

**FR 102. First-Year French. 5 Credits.**

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.

**FR 103. First-Year French. 5 Credits.**

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.

Prereq: FR 101.
FR 111. Intensive Beginning French. 5 Credits.
Intensive study for experienced language learners; introduction to French culture. Sequence. Cannot be combined with FR 101, 102, 103 for more than 15 credits of first-year French. Prereq: previous study of French or competence in another Romance language.

FR 112. Intensive Beginning French. 5 Credits.
Intensive study for experienced language learners; introduction to French culture. Cannot be combined with FR 101, 102, 103 for more than 15 credits of first-year French. Prereq: FR 111.

FR 150. Cultural Legacies of France. 4 Credits.
French civilization in France and beyond. Possible topics are the Francophone world; premodern, early modern, and modern France; French film, architecture, and painting. Conducted in English.

FR 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.

FR 201. Second-Year French. 4 Credits.
Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence. Prereq: first-year language competence.

FR 202. Second-Year French. 4 Credits.
Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence. Prereq: FR 201.

FR 203. Second-Year French. 4 Credits.
Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence. Prereq: FR 202.

FR 301. Culture et langage: la France contemporaine. 4 Credits.

FR 302. Culture et langage: Le monde francophone contemporain. 4 Credits.

FR 307. Oral Skills. 2 Credits. Repeatable. Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. Repeatable once for maximum of 4 credits. Prereq: FR 203 or equivalent.

FR 312. French Survey: Francophone Literature. 4 Credits.
Introduction to major authors and texts of the French-speaking world outside of France. Prereq: FR 301 or FR 302.

FR 317. French Survey: Medieval and Renaissance. 4 Credits.
Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. Prereq: FR 301 or FR 302.

FR 318. French Survey: Baroque and Enlightenment. 4 Credits.
Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. Prereq: FR 301 or FR 302.

FR 319. French Survey: 19th and 20th Centuries. 4 Credits.
Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Prereq: FR 301 or FR 302.

FR 320. Intensive French Grammar Review. 4 Credits.
Promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts. Prereq: FR 203.

FR 330. French Poetry. 4 Credits.
Poems from the Middle Ages to the 20th century, literary movements, introduction to textual analysis and modern critical approaches. Prereq: FR 301, FR 302.

FR 331. French Theater. 4 Credits.
Explores important aspects of French theater. Reading plays from different periods. Emphasizes formal aspects and critical reading. Prereq: FR 301, FR 302.

FR 333. French Narrative. 4 Credits.
Covers important aspects of French narrative. Reading texts from different periods. Emphasis on formal aspects and critical reading. Prereq: FR 301, FR 302.

FR 361. French Cinema for Nonmajors. 4 Credits.
An introduction to the major movements of French cinema for nonmajors. No prior knowledge of film studies or French culture required. Taught in English.

FR 362. French Film. 4 Credits.
Focuses on the differences between American culture and French and Francophone cultures. Addresses a sensitive issue exemplified by the attitude of the international movie industry. Prereq: FR 301, FR 302.


FR 403. Thesis. 3-6 Credits. Repeatable.

FR 405. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.


FR 408. Workshop: [Topic]. 1-12 Credits. Repeatable.

FR 409. Practicum: [Topic]. 1-4 Credits. Repeatable.

FR 410. Experimental Course: [Topic]. 1-4 Credits. Repeatable.
FR 416. Advanced Writing in French. 4 Credits.
Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary.
Prereq: FR 301, FR 302.

FR 425. French-English Translation. 4 Credits.
Offers an overview of translation theory and practice from English to French and French to English. Repeatable.
Prereq: FR 301, FR 302.

FR 450. 17th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 17th-century French literature. Repeatable when topic changes.
Prereq: FR 317, 318, 319.

FR 451. Baroque Theater: [Topic]. 4 Credits.
Intensive study of representative plays by Moliere, Racine, or Corneille with emphasis on modern criticism. Repeatable when topic changes for a maximum of 16 credits.
Prereq: three survey courses from FR 312, FR 317, FR 318, or FR 319.

FR 460. 18th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 18th-century French literature. A recent topic is Being Modern in the 18th century. Repeatable when topic changes.
Prereq: three survey courses from FR 312, FR 317, FR 318, or FR 319.

FR 480. 19th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 19th-century French literature. Repeatable when topic changes.
Prereq: three survey courses from FR 312, FR 317, FR 318, or FR 319.

FR 490. 20th-Century Literature: [Topic]. 4 Credits.
Prereq: FR 317, 318, and 319.

FR 492. Francophone Studies: [Topic]. 4 Credits.
Study of literary works representative of the Francophone world. Topics may include Francophone African Literature, Quebec Literature, Writing the Haitian Revolution. Repeatable five times for a maximum of 24 credits.
Prereq: three from FR 312, FR 317, FR 318, FR 319.

FR 497. Francophone Women’s Writing. 4 Credits.
Developments in literature by women from areas such as Maghreb, the Caribbean, Sub-Saharan Africa, Quebec, the Indian Ocean, and Europe.
Prereq: FR 317, 318, and 319.

FR 507. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include French Novel and World War II, Writers and Painters, Medievalism, Francophone Caribbean, Gide and Sartre.

FR 508. Workshop: [Topic]. 1-12 Credits.
Repeatable.

FR 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

FR 516. Advanced Writing in French. 4 Credits.
Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary.

FR 550. 17th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 17th-century French literature. Repeatable when topic changes.

FR 551. Baroque Theater: [Topic]. 4 Credits.
Intensive study of representative plays by Moliere, Racine, or Corneille with emphasis on modern criticism. Repeatable when topic changes for a maximum of 16 credits.

FR 560. 18th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 18th-century French literature. A recent topic is Being Modern in the 18th century. Repeatable when topic changes.

FR 580. 19th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 19th-century French literature. Repeatable when topic changes.

FR 590. 20th-Century Literature: [Topic]. 4 Credits.

FR 592. Francophone Studies: [Topic]. 4 Credits.
Study of literary works representative of the Francophone world. Topics may include Francophone African Literature, Quebec Literature, Writing the Haitian Revolution. Repeatable five times for a maximum of 24 credits.

FR 597. Francophone Women’s Writing. 4 Credits.
Developments in literature by women from areas such as Maghreb, the Caribbean, Sub-Saharan Africa, Quebec, the Indian Ocean, and Europe.

FR 601. Research: [Topic]. 1-6 Credits.
Repeatable.

FR 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

FR 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

FR 609. Practicum: [Topic]. 1-4 Credits.
Repeatable.

Courses

ITAL 101. First-Year Italian. 5 Credits.
Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence.

ITAL 102. First-Year Italian. 5 Credits.
Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence. Prereq: ITAL 101.

ITAL 103. First-Year Italian. 5 Credits.
Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence. Prereq: ITAL 102.

ITAL 104. Intensive First-Year Italian. 5 Credits.
Courses in two terms covering the work of ITAL 101, 102, 103. Cannot be taken in any combination with ITAL 101, 102, 103 to total more than 15 credits of first-year Italian.
ITAL 105. Intensive First-Year Italian. 5 Credits.
Covers in two terms the work of ITAL 101, 102, 103. Sequence. Cannot be taken in any combination with ITAL 101, 102, 103 to total more than 15 credits of first-year Italian.
Prereq: ITAL 104.

ITAL 150. Cultural Legacies of Italy. 4 Credits.
Italy's contributions to world cultures includes topics such as modern Italian life, Italians in America, Italian cinema and its influence, the Italian Renaissance, Roman art, opera. Conducted in English.

ITAL 152. Desire and Resistance: Italian Cinema. 4 Credits.
The theories and works of the major Italian filmmakers; topics in Italian history and culture; introduction to film analysis.

ITAL 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ITAL 201. Second-Year Italian. 4 Credits.
Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.
Prereq: first year language competence.

ITAL 202. Second-Year Italian. 4 Credits.
Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.
Prereq: ITAL 201.

ITAL 203. Second-Year Italian. 4 Credits.
Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.
Prereq: ITAL 202.

ITAL 252. The Italian-American Experience. 4 Credits.
Overview of the Italian-American experience investigating the process of assimilation of Italians into American life through the analysis of different cultural artifacts.

ITAL 301. Cultura e lingua: l'Italia contemporanea. 4 Credits.
Analysis of Italian history and society since the unification of Italy through the readings of a short novel. Vocabulary enrichment activities and grammar review.
Prereq: ITAL 203.

ITAL 303. Cultura e lingua: società, economia, politica. 4 Credits.
Analysis of Italian society, its economy and politics from 1950 to present. Readings of short stories and magazine articles, viewing of films. Vocabulary enrichment activities and grammar review.
Prereq: ITAL 203.

ITAL 305. Cultura e lingua: arte, musica, i mass media. 4 Credits.
Artistic expressions over time and the influence of the mass media on the social structures and language.
Prereq: ITAL 203.

ITAL 307. Oral Skills. 2 Credits.
Practice in improving listening, comprehension, and oral skills in Italian. Communicative activities in class in addition to language laboratory work. Repeatable twice for maximum of 6 credits.
Prereq: ITAL 203 or equivalent.

ITAL 317. Italian Survey: Medieval and Renaissance. 4 Credits.
Introduction to major themes and ideas in Italian literature and art from the medieval and Renaissance periods. Conducted in Italian.
Prereq: ITAL 203.

ITAL 318. Italian Survey: Baroque and Enlightenment. 4 Credits.
Introduction to major themes and ideas in Italian literature from the baroque and Enlightenment periods through the reading of representative texts. Conducted in Italian.
Prereq: ITAL 203.

ITAL 319. Italian Survey: 19th and 20th Centuries. 4 Credits.
Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Conducted in Italian.
Prereq: ITAL 203.

ITAL 320. Intensive Italian Grammar Review. 4 Credits.
Bridges second- and third-year culture and literature courses. Provides review, synthesis, consolidation, and elaboration of linguistic knowledge gained from lower-division courses.
Prereq: ITAL 203.

ITAL 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable when topic changes.

ITAL 403. Thesis. 3-6 Credits.
Repeatable.

ITAL 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ITAL 407. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include Il canzoniere, Italian Folktales, Italian Epic, Pirandello, Literary Analysis.
Prereq: one from ITAL 317, ITAL 318, ITAL 319.

ITAL 408. Workshop: [Topic]. 1-12 Credits.
Repeatable. Special group activities such as production of Italian plays.

ITAL 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

ITAL 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

ITAL 441. Medieval Italian Culture: [Topic]. 4-6 Credits.
Cultural productions of 13th- and 14th-century Italy (e.g., translating Dante, rewriting Boccaccio, chivalric romance) and the history of their interpretation. Conducted in Italian. Repeatable twice when topic changes for maximum of 12 credits.
Prereq: ITAL 301 or ITAL 318 or ITAL 319.

ITAL 444. Medieval and Renaissance Literature: [Topic]. 4-6 Credits.
Focuses on a topic from 13th- to 16th-century Italy (e.g., medieval foundations of the Renaissance, Petrarch and Petrarchism, representations of otherness, Boccaccio and his influence). Conducted in Italian. Repeatable twice when topic changes for a maximum of 12 credits.
Prereq: ITAL 317 or ITAL 318 or ITAL 319.

ITAL 449. Humanism and the Renaissance. 4 Credits.
Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy (e.g., Ariosto, Castiglione, Colonna, Franco, Leonardo, Machiavelli, Michelangeolo, Tasso). Includes essays in criticism and theory. Conducted in Italian.
Prereq: ITAL 317 or ITAL 318 or ITAL 319.

ITAL 481. 19th-Century Literature: [Topic]. 4 Credits.
Topics concerning issues or authors in 19th-century Italian literature (e.g., Irony and Novel, Leopardi and Italian Romanticism). Conducted in Italian. Repeatable when topic changes.
Prereq: ITAL 317 or ITAL 318 or ITAL 319.
ITAL 491. 20th-Century Literature: [Topic]. 4 Credits.
Topics about issues or figures in 20th-century Italian literature (e.g., Modern Lyric Poetry, Postmodern Narrative). Conducted in Italian. Repeatable when topic changes. Prereq: ITAL 317 or ITAL 318 or ITAL 319.

ITAL 507. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include Il canzoniere, Italian Folktales, Italian Epic, Pirandello, Literary Analysis.

ITAL 508. Workshop: [Topic]. 1-12 Credits.
Special group activities such as production of Italian plays. Prereq: ITAL 203 or equivalent.

ITAL 510. Experimental Course: [Topic]. 1-4 Credits. Repeatable.

ITAL 541. Medieval Italian Culture: [Topic]. 4-6 Credits.
Cultural productions of 13th- and 14th-century Italy (e.g., translating Dante, rewriting Boccaccio, chivalric romance) and the history of their interpretation. Conducted in Italian. Repeatable twice when topic changes for maximum of 12 credits.

ITAL 544. Medieval and Renaissance Literature: [Topic]. 4-6 Credits.
Focuses on a topic from 13th- to 16th-century Italy (e.g., medieval foundations of the Renaissance, Petrarch and Petrarchism, representations of otherness, Boccaccio and his influence). Conducted in Italian. Repeatable twice when topic changes for a maximum of 12 credits.

ITAL 549. Humanism and the Renaissance. 4 Credits.
Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy (e.g., Ariosto, Castiglione, Colonna, Franco, Leonardo, Machiavelli, Michelangelo, Tasso). Includes essays in criticism and theory. Conducted in Italian. Prereq: work in literature.

ITAL 581. 19th-Century Literature: [Topic]. 4 Credits.
Topics concerning issues or authors in 19th-century Italian literature (e.g., Irony and Novel, Leopardi and Italian Romanticism). Conducted in Italian. Repeatable when topic changes. Prereq: previous work in literature.

ITAL 591. 20th-Century Literature: [Topic]. 4 Credits.
Topics about issues or figures in 20th-century Italian literature (e.g., Modern Lyric Poetry, Postmodern Narrative). Conducted in Italian. Repeatable when topic changes. Prereq: previous work in literature.

ITAL 601. Research: [Topic]. 1-6 Credits.
Repeatable.

ITAL 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ITAL 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

ITAL 609. Practicum: [Topic]. 1-4 Credits.
Repeatable.

Courses

PORT 101. First-Year Portuguese. 5 Credits.
Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing, and listening comprehension skills. Sequence with PORT 102, 103.

PORT 102. First-Year Portuguese. 5 Credits.
Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing, and listening comprehension skills. Sequence with PORT 101, 103. Prereq: PORT 101 or equivalent.

PORT 103. First Year Portuguese. 5 Credits.
Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing and listening comprehension skills. Sequence with PORT 101, 102. Prereq: PORT 102 or equivalent.

PORT 111. Intensive Beginning Portuguese. 5 Credits.
PORT 111 is the first part of a two-quarter sequence (PORT 111, PORT 112) and is an accelerated introductory course, appropriate for students with a high aptitude for language learners and/or for learners who already have some proficiency in another Romance language. Cannot be combined with PORT 101, 102, 103 for more than 15 credits of first-year Portuguese.

PORT 112. Intensive Beginning Portuguese. 5 Credits.
PORT 112 is the second part of a two-quarter sequence (PORT 111, PORT 112) and is an accelerated introductory course, appropriate for students with a high aptitude for language learners and/or for learners who already have some proficiency in another Romance language. Cannot be combined with PORT 101, 102, 103 for more than 15 credits of first-year Portuguese. Prereq: PORT 111.

PORT 150. Lusofonia: The Portuguese-Speaking World. 4 Credits.
Topics in the history and contemporary cultures of the regions where Portuguese is spoken (Portugal, Brazil, Africa, Asia, and North America).

PORT 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PORT 201. Second Year Portuguese. 4 Credits.
Development of Brazilian Portuguese speaking, reading, writing and comprehension; study of short literary and cultural materials. Sequence with PORT 202, 203. Prereq: PORT 103

PORT 202. Second-Year Portuguese. 4 Credits.
Development of Brazilian Portuguese speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence with PORT 201, 203. Prereq: PORT 201 or equivalent.

PORT 203. Second-Year Portuguese. 4 Credits.
Development of Brazilian Portuguese speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence with PORT 201, 202. Prereq: PORT 202 or equivalent.

PORT 301. Cultura e Linguas: Expressoes Artisticas. 4 Credits.
Develops advanced language skills through the study of key representations in Brazilian art, literature, film, and music. Taught in Portuguese. Prereq: PORT 203 or equivalent. Offered alternate years. Prereq: PORT 203 or equivalent.

PORT 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PORT 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.
Courses

**SPAN 101. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 101.

**SPAN 102. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 101.

**SPAN 103. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 102.

**SPAN 104. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 103.

**SPAN 105. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 104.

**SPAN 106. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 105.

**SPAN 107. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 106.

**SPAN 108. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 107.

**SPAN 109. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 108.

**SPAN 110. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 109.

**SPAN 111. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 110.

**SPAN 112. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 111.

**SPAN 113. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 112.

**SPAN 114. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 113.

**SPAN 115. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 114.

**SPAN 116. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 115.

**SPAN 117. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 116.

**SPAN 118. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 117.

**SPAN 119. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 118.

**SPAN 120. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 119.

**SPAN 121. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 120.

**SPAN 122. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 121.

**SPAN 123. First-Year Spanish. 5 Credits.**
Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.
Prereq: SPAN 122.
SPAN 228. Latino Heritage II. 5 Credits.
Designed for heritage learners—students who grew up with Spanish in their community and want to continue developing communication skills in Spanish. Content focuses on personal experiences in U.S. Latino communities. Cannot be combined with SPAN 201, 202, 203 for more than 15 credits of second-year Spanish.
Prereq: SPAN 218 or placement by Spanish heritage language placement test.

SPAN 238. Spanish Around the World. 4 Credits.
Introduction to language variation (dialects) through the study of the places, peoples, history, and social differences that make the Spanish language what it is today.
Prereq: SPAN 103 or SPAN 112 or equivalent proficiency in Spanish language.

SPAN 248. Spanglish. 4 Credits.
Investigates the history and social impact of language contact between English and Spanish in what is now the United States. Taught in English, Spanish, and Spanglish.
Prereq: SPAN 103 or SPAN 112.
Prereq: SPAN 103 or SPAN 112

SPAN 298. Temporary Group-Satisfying Course. 4 Credits.

SPAN 301. Cultura y Lengua: Identidades Hispanas. 4 Credits.
Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. Taught in Spanish.
Prereq: SPAN 203 or 228.

SPAN 303. Cultura y lengua: expresiones artisticas. 4 Credits.
Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. Taught in Spanish.
Prereq: SPAN 203 or 228.

SPAN 305. Cultura y lengua: cambios sociales. 4 Credits.
Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counter-revolution. Taught in Spanish.
Prereq: SPAN 203 or 228.

SPAN 307. Oral Skills. 2 Credits.
Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. Repeatable once when content changes for maximum of 4 credits.
Prereq: SPAN 203 or 228.

SPAN 308. Cultura y lengua: comunidades bilingues. 4 Credits.
Designed for heritage learners—students who grew up with Spanish in their community and want to continue developing communication skills in Spanish. Explores socio-linguistic dynamics of communities in which Spanish is in contact with another language. Open to all students. Taught in Spanish.
Prereq: SPAN 203 or 228.

SPAN 311. Advanced Writing in Spanish. 4 Credits.
This requirement for the Spanish major provides additional language development for students early on in the major, emphasizing academic writing skills in Spanish.
Prereq: two from SPAN 301, 303, 305, 308.

SPAN 312. Spanish in the Media. 4 Credits.
Designed for heritage learners. Examines the role of Spanish in various forms of media such as television, Internet, and literature. Students practice advanced writing skills necessary to participate in argumentative writing and close textual readings.
Prereq: SPAN 308 or any two from SPAN 301, SPAN 303, SPAN 305; SPAN 308 is recommended.

SPAN 320. Intensive Spanish Grammar Review. 4 Credits.
Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage.
Prereq: SPAN 203 or 228.

SPAN 322. Introduction to Hispanic Linguistics. 4 Credits.
Linguistic description of the Spanish language, including phonetics and phonology, morphology, syntax, history, and social and geographical variation.
Prereq: SPAN 308; one course from SPAN 301, SPAN 303, SPAN 305, SPAN 311, SPAN 312.

SPAN 324. Spanish Pronunciation and Phonetics. 4 Credits.
Study of Spanish sounds, rhythms, and intonation; supervised pronunciation practice. Offered alternate years.
Prereq: SPAN 308; one course from SPAN 301, SPAN 303, SPAN 305, SPAN 311, SPAN 312.

SPAN 341. Hispanic Cultures through Literature I. 4 Credits.
Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from 1100 to 1600. Series with SPAN 342, 343, 344.
Prereq: two from SPAN 301, 303, 305, 308.

SPAN 342. Hispanic Cultures through Literature II. 4 Credits.
Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 16th century to the Latin American independences. Series with SPAN 341, 343, 344.
Prereq: two from SPAN 301, 303, 305, 308.

SPAN 343. Hispanic Cultures through Literature III. 4 Credits.
Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the revolutionary wars to the Spanish Civil War. Series with SPAN 341, 342, 344.
Prereq: two from SPAN 301, 303, 305, 308.

SPAN 344. Hispanic Cultures through Literature IV. 4 Credits.
Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 20th century into the 21st. Series with SPAN 341, 342, 343.
Prereq: two from SPAN 301, 303, 305, 308.

SPAN 348. United States Latino Literature and Culture. 4 Credits.
Introduction to Hispanic literature written in the United States. Close reading and discussion of selected texts by Hispanic authors; emphasis on literary trends and themes.
Prereq: two from SPAN 301, 303, 305, 308.

SPAN 350. Introduction to Poetry. 4 Credits.
Explores important aspects of Spanish poetry; reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.
Prereq: two from SPAN 301, 303, 305, 308.

SPAN 351. Introduction to Theater. 4 Credits.
Explores important aspects of Spanish theater; reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.
Prereq: two from SPAN 301, 303, 305, 308.
SPAN 353. Introduction to Narrative. 4 Credits.
Explores important aspects of Spanish narrative; reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.
Prereq: two from SPAN 301, 303, 305, 308.

SPAN 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

SPAN 403. Thesis. 3-6 Credits.
Repeatable.

SPAN 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

SPAN 407. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 408. Workshop: [Topic]. 1-12 Credits.
Repeatable. Special on-campus activities in Spanish.

SPAN 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

SPAN 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity.

SPAN 420. Spanish Linguistics: [Topic]. 4 Credits.
Variable topics in Spanish linguistics, including advanced grammar, history of the Spanish language, the language of Iberia, Spanish sociolinguistics. Repeatable when topic changes.
Prereq: Two from SPAN 320, 322, 324.

SPAN 424. History of the Spanish Language. 4 Credits.
Linguistic changes and social-historical influences on the development of Spanish from its roots in Latin to the diversity of modern dialects. Offered alternate years.
Prereq: Two from SPAN 320, 322, 324.

SPAN 425. Literary Translation. 4 Credits.
Variable topics include con textos, first issues, and cultural translation-transculturation in practice.
Prereq: SPAN 311 or SPAN 312; one course from SPAN 320, SPAN 322, SPAN 324, SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 428. Spanish in the United States. 4 Credits.
The history and description of the linguistic characteristics of and narratives about the use of Spanish within the United States. Offered alternate years.
Prereq: two from SPAN 320, SPAN 322, SPAN 324.

SPAN 431. Medieval Iberian Literature and Culture: [Topic]. 4 Credits.
Selected topics on the literature and culture of the Iberian Peninsula from the 12th through the 16th centuries. Repeatable twice when topic changes for maximum of 12 credits. Offered alternate years.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 432. Spanish Islamic Literature and Culture: [Topic]. 4 Credits.
Selected topics on the Islamic literature and culture of the Iberian Peninsula from the 12th through the 17th centuries. Repeatable twice when topic changes for maximum of 12 credits.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 433. Sephardic Literature and Culture: [Topic]. 4 Credits.
Selected topics on the literature and culture of the Sephardic Jews from the 12th through the 20th centuries. Repeatable twice when topic changes for maximum of 12 credits. Offered alternate years.

SPAN 436. Contemporary Mexican Literature: [Topic]. 4 Credits.
Explores major aesthetics trends, genres, authors. Repeatable thrice when topic changes for maximum of 16 credits.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 437. Contemporary Latin American Verse: [Topic]. 4 Credits.
Explores major aesthetic trends, authors, and works in contemporary Latin American poetry. Topics include avant-garde poetry, poetry and subjectivity, poetry and modernism. Repeatable thrice when topic changes for maximum of 16 credits.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 448. National Identities and Border Cultures in the Americas. 4 Credits.
Examines 19th and 21st century national formation and alternative forms of collective identity in the Americas through literary texts, historical documents and film. Offered alternate years.
Prereq: SPAN 311 or 312; and two from SPAN 320, SPAN 322, SPAN 324, SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 348.

SPAN 450. Colonial Latin American Literature: [Topic]. 4 Credits.
Representative works of Colonial Latin America. Recent topics include Mestizaje, Colonial Theater, Colonial Literature, Carlos Fuentes. Repeatable twice when topic changes for maximum of 12 credits.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 451. Sor Juana and Her Context. 4 Credits.
The debate on women and the woman intellectual: aesthetic definitions and the social meaning of Renaissance and baroque. Taught in Spanish.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 452. Renaissance and Baroque Poetry. 4 Credits.
Petrarchism of Garcilaso and Herrera; traditional forms, especially the romance; poetry of Fray Luis de Leon, San Juan de la Cruz, Santa Teresa, Gongora, Lope de Vega, and Quevedo.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 460. Don Quixote. 4 Credits.
Careful reading of “Don Quixote” along with discussion of major critical topics and of its place and importance in literary history.
Prereq: three from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 466. Introduction to Spanish Golden Age. 4 Credits.
Survey of major figures and cultural issues in the Spanish Golden Age, c. 1500s–1700s.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 480. 19th-Century Spanish American Literature: [Topic]. 4 Credits.
Topics include issue of literary periods, authors, narrative and nation, genres, and indigenismo. Repeatable twice when topic changes for maximum of 12 credits.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 490. 20th-Century Latin American Literature: [Topic]. 4 Credits.
Explores major literary trends, authors, and works. Recent topics are Avant-garde in the Mexican Revolution, Testimonial Literature, Latin American Theater. Repeatable twice when topic changes for maximum of 12 credits.
Prereq: SPAN 311 or SPAN 312; and two from SPAN 320, SPAN 322, SPAN 324, SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 348.
SPAN 507. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature.

SPAN 508. Workshop: [Topic]. 1-12 Credits.

SPAN 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity.

SPAN 520. Spanish Linguistics: [Topic]. 4 Credits.
Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. Repeatable when topic changes.

SPAN 524. History of the Spanish Language. 4 Credits.
Linguistic changes and social-historical influences on the development of Spanish from its roots in Latin to the diversity of modern dialects. Offered alternate years.

SPAN 525. Literary Translation. 4 Credits.
Variable topics include con textos, first issues, and cultural translation-transculturation in practice.
Prereq: SPAN 420/520 recommended.

SPAN 528. Spanish in the United States. 4 Credits.
The history and description of the linguistic characteristics of and narratives about the use of Spanish within the United States. Offered alternate years.

SPAN 531. Medieval Iberian Literature and Culture: [Topic]. 4 Credits.
Selected topics on the literature and culture of the Iberian Peninsula from the 12th through the 16th centuries. Repeatable twice when topic changes for maximum of 12 credits. Offered alternate years.

SPAN 532. Spanish Islamic Literature and Culture: [Topic]. 4 Credits.
Selected topics on the literature and culture of the Iberian Peninsula from the 12th through the 16th centuries. Repeatable twice when topic changes for maximum of 12 credits. Offered alternate years.

SPAN 533. Sephardic Literature and Culture: [Topic]. 4 Credits.
Selected topics on the literature and culture of the Sephardic Jews from the 12th through the 20th centuries. Repeatable twice when topic changes for maximum of 12 credits. Offered alternate years.

SPAN 548. National Identities and Border Cultures in the Americas. 4 Credits.
Examines 19th and 21st century national formation and alternative forms of collective identity in the Americas through literary texts, historical documents and film. Offered alternate years.

SPAN 550. Colonial Latin American Literature: [Topic]. 4 Credits.
Representative works of Colonial Latin America. Recent topics include Mestizaje, Colonial Theater, Colonial Literature, Carlos Fuentes. Repeatable twice when topic changes for maximum of 12 credits.

SPAN 551. Sor Juana and Her Context. 4 Credits.
The debate on women and the woman intellectual; aesthetic definitions and the social meaning of Renaissance and baroque. Taught in Spanish.

SPAN 552. Renaissance and Baroque Poetry. 4 Credits.
Petrarchism of Garcilaso and Herrera; traditional forms, especially the romance; poetry of Fray Luis de Leon, San Juan de la Cruz, Santa Teresa, Gongora, Lope de Vega, and Quevedo.

SPAN 556. Introduction to Spanish Golden Age. 4 Credits.
Survey of major figures and cultural issues in the Spanish Golden Age, c. 1500s–1700s.

SPAN 560. 19th-Century Spanish American Literature: [Topic]. 4 Credits.
Topics include issue of literary periods, authors, narrative and nation, genres, and indigenismo. Repeatable twice when topic changes for maximum of 12 credits.

SPAN 590. 20th-Century Latin American Literature: [Topic]. 4 Credits.
Explores major literary trends, authors, and works. Recent topics are Avant-garde in the Mexican Revolution, Latin American Theater. Repeatable twice when topic changes for maximum of 12 credits.

SPAN 601. Research: [Topic]. 1-6 Credits.
Repeatable.

SPAN 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

SPAN 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

SPAN 609. Practicum: [Topic]. 1-4 Credits.
Repeatable.

SPAN 680. Advanced 19th-Century Spanish American Literature: [Topic]. 4 Credits.
Selected Latin American topics from literary periods, authors, genres, and aesthetic trends. Repeatable twice when topic changes for maximum of 12 credits.

SPAN 690. Advanced 20th-Century Latin American Literature: [Topic]. 4 Credits.
Selected topics from literary periods, authors, genres, and aesthetic trends. Repeatable twice when topic changes for maximum of 12 credits.

**Russian, East European, and Eurasian Studies**

**Jennifer Presto, Program Director**
541-346-4065
541-345-5041 fax
175 Prince Lucien Campbell Hall

The Russian, East European, and Eurasian Studies Program is devoted to the study of the peoples living in the eastern third of Europe, throughout the northern steppes of Central Asia, and across Siberia to the Pacific Ocean. Settled over a territory that spans half the earth’s time zones, these peoples have created a complex mosaic of cultures, expressed in literature and art as well as in institutions and social forms. Over the centuries, these lands have come under the sway of several great world-historical civilizations and empires: the Byzantine, Mongolian, Ottoman Turkish, Holy Roman, Austro-Hungarian, Russian, and Soviet. These lands have felt the influence of Orthodox Christianity, Catholicism, Protestantism, Judaism, Islam, and Communism. At the intersection of many powerful forces, these lands experience the historical drama of what some call "modernization" with its challenge to customary ways of life. Yet, after centuries of massive transplantation and transformation, national and ethnic heritages survive. Customary ways and native self-consciousness, more diverse than anywhere else on the globe, express themselves with new vigor.

**Visiting Faculty Members**

The program sponsors extended stays by visiting Fulbright and International Research and Exchange Board scholars from Russia and Eastern Europe.
Overseas Study
Qualified students of Russian may spend a summer, semester, or academic year in the Commonwealth of Independent States—in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate. Participating CIEE schools include Novosibirsk State University and St. Petersburg University. Students may also participate in Moscow and St. Petersburg programs sponsored by the American Council of Teachers of Russian and at a direct exchange program with the University of Latvia. Opportunities also exist for study in the Czech Republic, Hungary, and Poland. Limited fellowship aid is available for these programs.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the Academic Resources section of this catalog. Students interested in study in the Commonwealth of Independent States or in Eastern Europe should write or call the Overseas Program Coordinator, Office of International Affairs, 5209 University of Oregon, Eugene, Oregon 97403-5209; 541-346-3206.

Cultural Programs
The program sponsors lectures, panel discussions, symposiums, films, plays, exhibitions, concerts, and festivals. These presentations involve scholars from other institutions in the United States and Europe as well as specialists at the university. In addition, the program faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene-Irkutsk Sister City Committee. Students in the program organized a Russian Club.

Resources
The University of Oregon’s library has more than 130,000 volumes in Russian and other Slavic and East European languages, more than 60,000 on Russia and Eastern Europe in Western languages; and subscribes to more than 100 serial titles. The library also has a large collection of Russian and East European films. The bulk of the collection is in the humanities and social sciences.

Facilities at the well-known Yamada Language Center enhance the learning of Slavic and East European languages. For more information, visit the website (https://babel.uoregon.edu).

Faculty

Yelaina Kripkov, senior lecturer (Russian language, culture); coordinator, Russian language program. MA, 1983, Moscow State Pedagogical Institute; PhD, 1996, Kansas. (1995)


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

Participating
Roy Bing Chan, East Asian languages and literatures (Chinese literature)

Heghine Hakobyan, library

Julie Hessler, history (20th-century Russia, Europe)

Ryan Tucker Jones, history (Russian and environmental history)

R. Alan Kimball, history (modern Russia)

Susanna Soojung Lim, honors college (19th- and 20th-century Russian literature)

Mikhail Myagkov, political science (comparative politics, formal political theory)

Steven Shankman, English (comparative literature, Russian novel)

Lara Ravitch, American English Institute

Stephen J. Shoemaker, religious studies (history of Eastern Christianity)

Carol T. Silverman, anthropology (performance, eastern Europe, gender)

Caleb Southworth, sociology (economic sociology, postsocialist societies, quantitative-historical methods)

Cynthia M. Vakarellyskaya, linguistics (Slavic linguistics)

Courtesy


Tamara Morris, courtesy professor (Russian language, culture of “Old Believers”). Baccalaureate, D. Banzarov; MA, 1984, Kransoysky State Pedagogical Institute; PhD, 1986, Institute of Russian Language. (2013)

Emeriti
Esther Jacobson-Tepfer, history of art and architecture

Ronald Wixman, geography

Associated
John E. Bonine, law

Keith Eddins, planning, public policy and management (post-Communist Russia and Eastern Europe)

Alexander Kashirin, Russian, East European, and Eurasian studies

Sherwin Simmons, history of art and architecture

Andrew Verner, business

Lisa Wolverton, history

- Bachelor of Arts (p. 488)
- Minor
Undergraduate Studies

The program offers a bachelor of arts degree (BA) and a minor. The undergraduate certificate is inactive.

General Requirements

Fields of Concentration
The program offers the following concentrations for the undergraduate major and minor:

- Russian language, literature, and culture
- Russian and East European history, politics, and society

Courses with these focus areas are offered by the program and such participating departments as anthropology, geography, history, political science, and sociology. Any course taken that includes instruction on one of these focus areas and has at least 40 percent Russian, East European, former Soviet Eurasian, or Slavic content, including independent research undertaken by the student, may be applied to the field of concentration requirement with administrative approval. Students may petition to have courses taken in other disciplines count toward the concentration or elective requirement if the content of these courses meets the 40 percent standard. This applies to regularly scheduled courses and to independent reading and conference courses.

Students can request sample programs of study in the various concentrations from their advisor or from the program’s office.

Major Requirements

The major requires 36 graded credits; courses must be passed with grades of C– or better. Credits used to fulfill the language requirement may not be applied to the 36-credit requirement.

Bachelor of Arts Degree Requirements

Language Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 101–103</td>
<td>15</td>
</tr>
<tr>
<td>RUSS 201–203</td>
<td>15</td>
</tr>
<tr>
<td>RUSS 316–318</td>
<td>15</td>
</tr>
</tbody>
</table>

Field of Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least four upper-division courses in a chosen concentration</td>
<td>20</td>
</tr>
</tbody>
</table>

Elective Courses

|                | 16      |

Total Credits

|                | 36      |

Honors in Russian, East European, and Eurasian Studies

Majors who have an overall GPA of 3.50 by the end of the junior year and who are interested in honors should meet with their advisor, then submit a thesis proposal to the program’s director for approval. If approved, the student registers for a minimum of 4 credits in Thesis (403) under the supervision of a program faculty member. The thesis must be completed at least one term before the term of graduation.

Minor Requirements

The minor requires 24 graded credits; courses must be passed with a grade of C– or better. Courses taken to fulfill the language requirement may not be used to fulfill the 24-credit requirement.

Language Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 101–103</td>
<td>15</td>
</tr>
<tr>
<td>RUSS 201–203</td>
<td>15</td>
</tr>
<tr>
<td>RUSS 316–318</td>
<td>15</td>
</tr>
</tbody>
</table>

Field of Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three upper-division courses in a chosen concentration</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective Courses

|                | 12      |

Total Credits

|                | 24      |

1 Three years of college-level Slavic language study is usually fulfilled by taking Russian language courses. Students may petition to substitute one year of a second Slavic language for one year of the primary Slavic language. The language option is chosen in consultation with program advisors.

2 One course in the field of concentration must be at the 400 level.

Additional Requirements

There is no limit on the number of language courses taken at other universities, including courses taken abroad, that may be used to satisfy the language requirement for the major or minor, subject to an equivalency assessment by the Russian language coordinator. With respect to concentration and elective requirements, undergraduate majors may apply as many as 16 transfer credits to the major, but no more than 8 of these credits can be applied to the field of concentration. Undergraduate minors may apply up to 8 transfer credits to the minor, but no more than 4 of them can be applied to the field of concentration.

Secondary School Teaching Careers

The College of Education offers a fifth-year program for teaching licensure in foreign language. This program is described in the College of Education section of this catalog.

- Master of Arts
- Certificate

Four-Year Degree Plan

The degree plan shown is only one sample of how students may complete their degrees in four years (Below is a sample for a Russian, East European, and Eurasian studies major with a concentration in Russian language, literature, and culture). There are alternative ways. Students should consult their advisor to determine the best path for them.
# Bachelor of Arts in Russian, East European, and Eurasian Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSS 101</td>
<td>First-Year Russian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>RUSS 102</td>
<td>First-Year Russian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSS 103</td>
<td>First-Year Russian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSS 201</td>
<td>Second-Year Russian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>RUSS 204</td>
<td>Introduction to Russian Literature</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSS 202</td>
<td>Second-Year Russian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>RUSS 351</td>
<td>Russian Literature and Film</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 346</td>
<td>Imperial Russia</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>RUSS 203</td>
<td>Second-Year Russian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSS 316</td>
<td>Third-Year Russian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>RUSS 434</td>
<td>Russian Literature: [Topic] (Modernism)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSS 317</td>
<td>Third-Year Russian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PS 433</td>
<td>Marxism and Radical Thought</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSS 318</td>
<td>Third-Year Russian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>RUSS 445</td>
<td>Old Church Slavonic</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSS 436</td>
<td>Advanced Russian: [Topic]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JDST 213</td>
<td>The Jewish Encounter with Modernity</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 430</td>
<td>Balkan Society and Folklore</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

- Master of Arts
- Certificate
Graduate Studies

The program offers a master of arts (MA) and a graduate certificate in Russian, East European, and Eurasian studies. The center is affiliated with the master’s and PhD programs in comparative literature and linguistics, and students in the center have also successfully applied to PhD programs in history, geography, and other fields.

Master of Arts

Application

Graduate application instructions are available online (http://reees.uoregon.edu/graduate/admission-and-aid). The application deadline for admission the following fall term is February 1. Applicants who are not seeking graduate fellowship support are considered for admission throughout the academic year if space is available in the program.

Incoming candidates for the master’s degree must meet with an advisor and take a Russian proficiency examination on the Friday before the beginning of their first academic term.

Graduate students are expected to meet regularly with their advisor and submit an updated program plan every spring term. Students and their advisors use degree planning sheets to design individual programs.

Master of Arts Degree Requirements

The MA in Russian, East European, and Eurasian studies requires 40 graded graduate-level credits passed with a grade of B– or better and 9 thesis credits (taken pass/no pass), for a total of 49 graduate credits. Credits used to fulfill the language requirement may not be applied to the 49-credit requirement. The MA typically takes two years (six terms) to complete.

Language Courses

Four years of university study of a Slavic language or equivalent, plus reading competency as defined by a translation exam in the student’s field of concentration.

Field of Concentration Courses

Four graded graduate-level courses in a chosen concentration.

Research and Thesis

REES 503 Thesis 9
or RUSS 503 Thesis

Elective Courses

Six graded graduate-level courses.

Total Credits 49

1 In exceptional cases, a student may petition to substitute one year of a second Slavic language or equivalent mastery for one of the years of the primary language, but must pass the reading exam. Native speakers of a Slavic language may petition to substitute an appropriate alternative measure of English competency to the translation exam.

2 Two courses may be in the field of concentration. The electives must include courses in at least two fields outside the student’s concentration.

Additional Requirements

A written comprehensive examination on the field of concentration is typically taken the term prior to submission of the thesis. The thesis is defended before the candidate’s committee. The defense may include discussion of the comprehensive exam.

Graduate Certificate

The graduate certificate in Russian, East European, and Eurasian studies requires 32 graded graduate-level credits; courses must be passed with grades of B– or better. Credits used to fulfill the language requirement may not be applied to the 32-credit requirement.

Language Courses

Select one of the following:

- Four years of college study or equivalent in one Slavic language
- Total of four years of college study in two languages of the region

Field of Concentration Courses

Three graduate-level courses in chosen concentration 12

Elective Courses

Four graduate-level courses 16

Total Credits 28

1 One elective may be in the field of concentration.

Additional Requirements

A research paper written in conjunction with a course or as a separate reading course in the field of concentration.

Fields of Concentration

- Russian literature
- Slavic linguistics
- Russian and East European history
- Contemporary Russia, East Europe, and Eurasia

The certificate may be earned in conjunction with any MA or PhD degree. Courses taken to fulfill the graduate degree may also be used to fulfill certificate requirements. Master’s candidates in the program may earn the graduate certificate if the field of concentration chosen for the certificate is not the same as the one for the master’s degree.

Courses

REES 196. Field Studies: [Topic]. 1-2 Credits. Repeatable.

REES 198. Workshop: [Topic]. 1-2 Credits. Repeatable.

REES 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.

REES 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.

REES 401. Research: [Topic]. 2-6 Credits. Repeatable.
REES 403. Thesis. 3-6 Credits.
Repeatable.
REES 405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.
REES 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.
REES 407. Seminar: [Topic]. 2-4 Credits.
Repeatable.
REES 408. Colloquium: [Topic]. 2-4 Credits.
Repeatable.
REES 409. Supervised Tutoring: [Topic]. 1-3 Credits.
Repeatable.
REES 410. Experimental Course: [Topic]. 2-6 Credits.
Repeatable.
REES 503. Thesis. 1-9 Credits.
Repeatable.
REES 507. Seminar: [Topic]. 2-4 Credits.
Repeatable.
REES 508. Colloquium: [Topic]. 2-4 Credits.
Repeatable.
REES 510. Experimental Course: [Topic]. 2-6 Credits.
Repeatable.
REES 601. Research: [Topic]. 2-6 Credits.
Repeatable.
REES 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.
REES 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.
REES 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.
REES 608. Colloquium: [Topic]. 1-16 Credits.
Repeatable.
REES 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.
REES 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

Courses

RUSS 101. First-Year Russian. 5 Credits.
Elementary Russian grammar, conversation, reading, and composition.

RUSS 102. First-Year Russian. 5 Credits.

RUSS 103. First-Year Russian. 5 Credits.

RUSS 121. Spoken Russian: [Topic]. 1-2 Credits.
Practice in improving Russian speech, comprehension, and listening skills. Exercises reinforce grammar and vocabulary learned in class instruction. Repeatable twice for a maximum of 6 credits. Coreq: RUSS 101, 102, or 103.

RUSS 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

RUSS 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

RUSS 199. Special Studies: [Topic]. 1-5 Credits.
Russian Film is a current topic. Repeatable when topic changes.

RUSS 201. Second-Year Russian. 5 Credits.
Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Prereq: RUSS 103 or equivalent.

RUSS 202. Second-Year Russian. 5 Credits.
Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Prereq: RUSS 201 or equivalent.

RUSS 203. Second-Year Russian. 5 Credits.
Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Prereq: RUSS 202 or equivalent.

RUSS 204. Introduction to Russian Literature. 4 Credits.
Survey of Russian literature from its origins to the present; emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and contemporary works. Readings, lectures, and discussions in English.

RUSS 205. Introduction to Russian Literature. 4 Credits.
Survey of Russian literature from its origins to the present; emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and contemporary works. Readings, lectures, and discussions in English.

RUSS 206. Introduction to Russian Literature. 4 Credits.
Survey of Russian literature from its origins to the present; emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and contemporary works. Readings, lectures, and discussions in English.

RUSS 221. Spoken Russian. 1-2 Credits.
Practice in improving Russian speech, comprehension, and listening skills. Exercises reinforce grammar and vocabulary learned in class instruction. Repeatable twice for a maximum of 6 credits. Coreq: RUSS 201, 202, or 203.

RUSS 240. Russian Culture. 4 Credits.
Comparative aesthetics and development of art, film, architecture, music, and literature in the context of Russian intellectual history. Readings, lectures, and discussions in English.

RUSS 309. Russian through Theater. 2-4 Credits.
Combined elements of Russian language, literature, and culture learned through participation in a theater production. Credits vary with degree of involvement. Repeatable when different theater production is offered.

RUSS 316. Third-Year Russian. 5 Credits.
Intermediate-to-advanced Russian. Further development of basic skills, with special attention to reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication. Prereq: RUSS 203 or equivalent.

RUSS 317. Third-Year Russian. 5 Credits.
Intermediate-to-advanced Russian. Further development of basic skills, with special attention to reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication. Prereq: RUSS 203 or equivalent.

RUSS 318. Third-Year Russian. 5 Credits.
Intermediate-to-advanced Russian. Further development of basic skills, with special attention to reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication. Prereq: RUSS 203 or equivalent.
RUSS 331. Russian Short Story. 4 Credits.
Analysis of short stories by important 19th and 20th century Russian writers in the context of social political and literary development. Readings in English. Offered alternate years.

RUSS 334. Dostoevsky. 4 Credits.
Introduction to the novels and short stories of Dostoevsky. His literary, ethical, and political development. Readings and instruction in English.

RUSS 335. Tolstoy. 4 Credits.
Examines short and long works by Leo Tolstoy, focusing on ethical questions and Tolstoy's literary art. Readings and instruction in English.

RUSS 351. Russian Literature and Film. 4 Credits.
Introduction to great works of 19th-century Russian literature and analysis of the cinematic adaptation of these works by Western filmmakers.

RUSS 399. Special Studies: [Topic]. 1-5 Credits.
Recent topics are Solzhenitsyn, Sex and Feminism in Russia. Repeatable when topic changes.

RUSS 401. Research: [Topic]. 2-6 Credits.
Repeatable.

RUSS 403. Thesis. 3-6 Credits.
Repeatable.

RUSS 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

RUSS 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

RUSS 407. Seminar: [Topic]. 2-4 Credits.
Repeatable when topic changes.

RUSS 408. Colloquium: [Topic]. 2-4 Credits.
Special on-campus activities. Conducted in Russian. Repeatable when topic changes.

RUSS 409. Practicum: [Topic]. 1-5 Credits.
Repeatable.

RUSS 410. Experimental Course: [Topic]. 2-4 Credits.
Recent topics are Self and Other in Russian Literature and Film. Repeatable when topic changes.

RUSS 426. Classics of Russian Poetry: [Topic]. 4 Credits.
Comprehensive study of selected topics in Russian poetry (e.g., Alexander Pushkin, Russian symbolism, acmeism, futurism, and contemporary poetry). Repeatable twice when topic changes for maximum of 12 credits.

RUSS 434. Russian Literature: [Topic]. 4 Credits.
Comprehensive study of selected topics in Russian literature, (e.g., 20th-century, contemporary, and Old Russian literature). Repeatable twice when topic changes for maximum of 12 credits.

RUSS 436. Advanced Russian: [Topic]. 4 Credits.
Analysis of Russian texts, films, and TV broadcasts about selected topics in Russian culture, literature, politics, and economics with practice in comprehension, conversation, and composition. Repeatable twice when topic changes for a maximum of 12 credits. Prereq: RUSS 318 or equivalent.

RUSS 440. Russian Phonology and Morphology. 4 Credits.
Russian phonology and morphology (sound system and word formation) Offered alternate years.

RUSS 444. Slavic Linguistics: [Topic]. 4 Credits.
Comparative survey of Slavic languages, their relationships to each other, and the characterizing features of each individual language. Repeatable when topic changes. Prereq: RUSS 203 or LING 290.

RUSS 445. Old Church Slavonic. 4 Credits.
Sound system and grammar of Old Church Slavonic; its role as a primary source of evidence on the development of the Slavic languages. Readings from Old Church Slavonic texts. Prereq: RUSS 203 or LING 290 or equivalent.

RUSS 503. Thesis. 1-9 Credits.
Repeatable.

RUSS 507. Seminar: [Topic]. 2-4 Credits.
Repeatable when topic changes.

RUSS 508. Colloquium: [Topic]. 2-4 Credits.
Special on-campus activities. Conducted in Russian. Repeatable when topic changes.

RUSS 510. Experimental Course: [Topic]. 2-4 Credits.
Recent topics are Self and Other in Russian Literature and Film. Repeatable when topic changes.

RUSS 526. Classics of Russian Poetry: [Topic]. 4 Credits.
Comprehensive study of selected topics in Russian poetry (e.g., Alexander Pushkin, Russian symbolism, acmeism, futurism, and contemporary poetry). Repeatable twice when topic changes for maximum of 12 credits.

RUSS 534. Russian Literature: [Topic]. 4 Credits.
Comprehensive study of selected topics in Russian literature, (e.g., 20th-century, contemporary, and Old Russian literature). Repeatable twice when topic changes for maximum of 12 credits.

RUSS 536. Advanced Russian: [Topic]. 4 Credits.
Analysis of Russian texts, films, and TV broadcasts about selected topics in Russian culture, literature, politics, and economics with practice in comprehension, conversation, and composition. Repeatable twice when topic changes for a maximum of 12 credits.

RUSS 540. Russian Phonology and Morphology. 4 Credits.
Russian phonology and morphology (sound system and word formation) Offered alternate years.

RUSS 544. Slavic Linguistics: [Topic]. 4 Credits.
Comparative survey of Slavic languages, their relationships to each other, and the characterizing features of each individual language. Repeatable when topic changes. Prereq: RUSS 203 or LING 290.

RUSS 545. Old Church Slavonic. 4 Credits.
Sound system and grammar of Old Church Slavonic; its role as a primary source of evidence on the development of the Slavic languages. Readings from Old Church Slavonic texts.

RUSS 601. Research: [Topic]. 2-6 Credits.
Repeatable.

RUSS 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

RUSS 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

RUSS 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

RUSS 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.
RUSS 608. Colloquium: [Topic]. 2-4 Credits.
Repeatable.

RUSS 609. Practicum: [Topic]. 1-5 Credits.
Repeatable.

RUSS 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

Scandinavian Studies
Michael Stern, Committee Chair
541-346-4051
202 Friendly Hall
1250 University of Oregon
Eugene, Oregon 97403-1250

Undergraduate Studies
The Scandinavian Studies Committee endeavors to stimulate interest in Scandinavian culture, society, languages, and history. The committee is a focal point for faculty members and students who want to teach or take courses related to Scandinavia or to do research on Scandinavian countries. Students can earn a minor in Scandinavian or a major in German with a focus on Scandinavian. Both academic programs are described in the German and Scandinavian section of this catalog.

Overseas Study
Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the Academic Resources section of this catalog.

The university has student exchange programs with the University of Aalborg, Copenhagen Business School, Denmark’s International Study Program in Copenhagen, the University of Tampere in Finland, the Universities of Bergen and Oslo in Norway, and the University of Uppsala in Sweden. Area-studies courses not offered by the university can often be taken at one of the Nordic universities. The courses may be applied to the Scandinavian minor or the German and Scandinavian focus of the German major.

Committee members have close ties to the information services of Nordic governments. As a result, books, periodicals, and newspapers regularly arrive from Nordic countries.

The UO Friends of Scandinavian Studies, a community-based support group, annually awards scholarship assistance to students seriously engaged in some aspect of Scandinavian studies.

Curriculum
Courses appropriate for Scandinavian studies have been offered in anthropology, comparative literature, English, German and Scandinavian, political science, sociology, and other departments. The Department of German and Scandinavian offers language instruction in Danish, Finnish, Norwegian, and Swedish.

Steering Committee Faculty
James W. Earl, English
Jon M. Erlandson, anthropology
D. Gantt Gurley, German and Scandinavian

Sergio Koreisha, decision sciences
Sonja Rasmussen, International Resource Center
Michael G. Raymer, physics
Lars Skalnes, political science
Michael Stern, German and Scandinavian
Richard A. Sundt, history of art and architecture
Bruce Harwood Tabb, UO Libraries
Roxi Thoren, landscape architecture
Glenda Fravel Utsey, architecture

Sociology
Ellen Scott, Interim Department Head
541-346-5002
541-346-5026 fax
736 Prince Lucien Campbell Hall
1291 University of Oregon
Eugene OR 97403-1291
sociology@uoregon.edu

Sociology is the analytical study of human groups and societies—how they develop, how they are structured, and how they function. Like human society itself, the field of sociology is extremely broad. Sociologists study the social world, from small groups of friends and families to formal organizations, such as universities and corporations, to entire nations. In addition, scholars of sociology look at social relationships and interactions, at power and conflict, at the structures that hold societies together, and at how those societies change.

Faculty

Oluwakemi Balogun, assistant professor (gender, race and migration, African Studies). See Women's and Gender Studies.


Sociology


Emeriti

Vallon L. Burris, professor emeritus. BA, 1969, Rice; PhD, 1976, Princeton. (1977)

Steven Deutsch, professor emeritus. BA, 1958, Oberlin; MA, 1959, PhD, 1964, Michigan State. (1966)


Donald R. Van Houten, professor emeritus. BA, 1958, Oberlin; PhD, 1967, Pittsburgh. (1968)

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

- Bachelor of Arts
- Bachelor of Science
- Minor (p. 495)

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 as a consequence of, interaction within groups. The undergraduate program in the Department of Sociology provides a broad understanding of human society for students in every field and 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 English composition, mathematics, and second languages is also desirable. Two-year transfer students are advised to come with a year’s work in introductory sociology courses as well as courses that fulfill university group requirements.

Careers

Recent graduates with bachelor’s degrees in sociology are found in all the pursuits traditionally open to liberal-arts graduates—especially social service, management, marketing, teaching, library, and research-statistics occupations in industries related to health, education, business, government, and the environment. Some graduates seek additional training in graduate professional schools of social work, business administration, and law. A bachelor’s degree alone is seldom sufficient to allow a person to enter a professional career as a sociologist. Students who seek careers as social scientists enter graduate programs in sociology or related fields.

Curriculum

Undergraduate courses in sociology are offered at three levels. Courses at the 200 level provide an introduction to the field. Basic courses are Introduction to Sociology (SOC 204) and Social Inequality (SOC 207). Completion of one 200-level course is a major requirement. One must also be taken to advance to some 300-level courses.
The University of Oregon

Courses at the 300 level extend the student’s knowledge of subjects covered in the 200-level courses and provide an introduction to social research methods and social theory.

Courses at the 400 level are advanced and specialized. Most build on background obtained in the 200- and 300-level courses. As prerequisites for enrollment in some 400-level courses, students must successfully complete one or more of the core courses: Social Theory (SOC 310), Introduction to Social Research (SOC 311), Statistical Analysis in Sociology (SOC 312). 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.

Courses used to satisfy major requirements must be taken for letter grades and passed with grades of C– or better; at least a 2.00 grade point average (GPA) must be achieved in these courses.

Courses numbered 401–406 and 408–409 may be taken pass/no pass (P/N); P grades must be earned to apply them to the major. No more than 8 credits of these courses may be applied to the major.

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 204</td>
<td>Introduction to Sociology (May be replaced by SOC 207)</td>
<td>4</td>
</tr>
<tr>
<td>SOC 310</td>
<td>Social Theory</td>
<td>4</td>
</tr>
<tr>
<td>SOC 311</td>
<td>Introduction to Social Research</td>
<td>4</td>
</tr>
<tr>
<td>SOC 312</td>
<td>Statistical Analysis in Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-Division Courses

400-level courses (407, 412–491) 1 12
300- or 400-level courses 8

Additional Courses

Sociology courses (any level) 12

Total Credits 48

1 At least 12 of the credits must be taken at the University of Oregon.

Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 204</td>
<td>Introduction to Sociology (May be replaced by SOC 207)</td>
<td>4</td>
</tr>
<tr>
<td>SOC 310</td>
<td>Social Theory</td>
<td>4</td>
</tr>
<tr>
<td>SOC 311</td>
<td>Introduction to Social Research</td>
<td>4</td>
</tr>
<tr>
<td>SOC 312</td>
<td>Statistical Analysis in Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-Division Courses

400-level courses (407, 412–491) 1 12
300- or 400-level courses 8

Additional Courses

Sociology courses (any level) 12

Total Credits 48

1 At least 12 of the credits must be taken at the University of Oregon.

General Sociology

Work in sociology begins with Introduction to Sociology (SOC 204) or Social Inequality (SOC 207), both of which provide an introduction to the discipline. They emphasize how sociology can be applied to contemporary social issues. Students specializing in general sociology move on to courses that provide a more in-depth study of social institutions. Courses on social stratification, social psychology, social change, and sociological theory help to tie these diverse areas together by providing perspectives that are useful in the study of any institutional area. Finally, courses in methodology and statistics provide a tool kit of analytical and research skills that are useful both in sociology courses and in whatever activities the student pursues after graduation.

Minor Requirements

The minor in sociology complements a major in another discipline. Courses used to satisfy requirements for the minor must be taken for letter grades and passed with grades of C– or better.

- Of the 24 credits required in sociology courses, 12 must be upper division
- 12 credits must be taken in residence at the University of Oregon; 8 of those credits must be upper division
- No more than 8 credits from the sociology minor may be used to complete the requirements of another major or minor

Select one from the following: 4

SOC 204 Introduction to Sociology
SOC 207 Social Inequality

Select one of the following: 1 4

SOC 310 Social Theory
SOC 311 Introduction to Social Research
SOC 312 Statistical Analysis in Sociology

Other sociology courses 2 16

Total Credits 24

1 Students in the minor may take 400-level courses only after completing this requirement. Exceptions may be made by instructor permission.

2 No more than 4 credits in courses numbered 401–406 may be applied to the minor.

Advising

Academic advising in sociology is provided by Elizabeth Milner, a full-time staff member. The advising office is in 707 Prince Lucien Campbell Hall; Elizabeth may be reached at emilner@uoregon.edu or 541-346-1181.

Career Advising is available through Bill Sherman (405 Prince Lucien Campbell Hall) and Amy Luebbers (631 Prince Lucien Campbell Hall).

The department also maintains an active peer advising program for undergraduate students. Peer advisors keep regular office hours in the peer advising office, 706 Prince Lucien Campbell Hall.

Career Planning

With the help of advisors, each student should select courses that emphasize experiences most useful for the student’s educational and career objectives. Students with specific career plans may also go to
the Career Center, 220 Hendricks Hall, for advice about suitable course programs.

When planning a program, students should keep in mind the ways in which major requirements fit with career objectives.

**Social Service Professions**

Social service professions include social work, work in nonprofit organizations, counseling, community relations, housing, labor relations, and human resources. Sociology majors who want to enter a helping profession should take at least one course each in sociological methodology and social psychology and several courses dealing with social issues and problems. Students may want to complete one of the concentrations listed above in order to focus on a specific group of social issues and problems.

Students may supplement their programs with courses in the psychology and political science departments and in the College of Education. Many of these occupations require graduate or field training. Students can get more detailed information from the Career Center.

**Business or Government Service**

Business or government 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 business should include in their programs courses in methodology, social psychology, and organizations and occupations. Programs may be supplemented with courses in the Lundquist College of Business and in the Department of Economics.

Students with career goals in governmental service should include courses in community, urban affairs, population, and resources; social psychology; organizations and occupations; and methodology. Related courses in the economics, political science, and planning, public policy and management departments also are useful.

**Honors in Sociology**

Motivated students may participate in the honors program in sociology. Qualified students work closely with faculty members and fellow honors students on a yearlong project of their own design, and write an honors thesis. The thesis may be based on existing data or data collected by the student.

Students who successfully complete the honors program are awarded honors or high honors based on the evaluation of the quality of their work by their advisors and the honors program advisor. The honors distinction (but not the level) is noted on the student’s official transcript and diploma.

Applicants to the honors program must demonstrate a high level of competence and motivation for advanced studies in sociology. A GPA of no less than 3.40 in sociology courses or a nomination by two faculty members is required for admittance, but does not guarantee acceptance. Students selected for the program are notified during spring term of their sophomore or junior year. Application forms are available in the sociology department office or the department’s web page. Students also receive an e-mail describing the application process in the spring term.

During fall and winter terms of the senior year, honors students take part in the honors seminar, Seminar: [Topic] (SOC 407), and also enroll in Thesis (SOC 403). In fall term, they work closely with the course instructor, the individual thesis advisor, and other students to refine research questions and design. By the end of the term, each student submits a thesis proposal for approval. During winter term, students work with the course instructor and classmates to collect data and begin their analysis. In the spring term, working with their thesis advisors, students complete, publicly present, and submit their theses.

Twelve credits of sociology degree requirements are earned through the honors program: 8 credits of SOC 403 and 4 credits of SOC 407. The SOC 407 credits qualify as a course, which meets the 400-level requirement for the major.

**Preparing for Graduate Study**

Students planning graduate work in sociology should have a strong background in sociological theory and social research methods well beyond courses required for the major. Besides taking advanced courses in areas of special interest to them, students should take a substantial number of upper-division courses in 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 advisors before their final year of school about programs at various schools, experiences that increase chances for admission, and requirements for students in graduate programs in sociology.

**Kindergarten through Secondary Teaching Careers**

Students who complete a degree with a major in sociology are eligible to apply to the College of Education’s fifth-year program for a license in middle-secondary teaching or the fifth-year program for a license in elementary teaching. Refer early to information in the College of Education section of this catalog.

**Four-Year Degree Plan**

*The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.*

**Bachelor of Arts in Sociology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121 or group-satisfying course</td>
<td>If you wish to pursue a BA, then begin taking a second language freshman or sophomore year</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SOC 204 or 207</td>
<td>Try to see an advisor every term</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>WR 121 or 122</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Sociology course 4
Group-satisfying course 4
Second term of first-year second-language sequence 4

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 122 or group-satisfying course</td>
<td>Upper-division sociology course</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division sociology course</td>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Third term of first-year second-language sequence</td>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
</tr>
</tbody>
</table>

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 310, 311, or 312</td>
<td>Upper-division sociology course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>Group-satisfying course</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 310, 311, or 312</td>
<td>Upper-division sociology course</td>
<td>4</td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td>Focused group</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td>Elective courses</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 310, 311, or 312</td>
<td>Upper-division sociology course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
</tr>
</tbody>
</table>

Bachelor of Science in Sociology

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121 or group-satisfying course</td>
<td>Upper-division sociology course</td>
<td>4</td>
</tr>
<tr>
<td>SOC 204 or 207</td>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121 or WR 122</td>
<td>Upper-division sociology course</td>
<td>4</td>
</tr>
<tr>
<td>Sociology course</td>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics course</td>
<td>Elective course</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 122 or group-satisfying course</td>
<td>Upper-division sociology course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 122 or group-satisfying course</td>
<td>Upper-division sociology course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
</tr>
</tbody>
</table>
### Second Year

#### Fall
- SOC 310, 311, or 312: 4 credits
- Group-satisfying course: 4 credits
- Elective course: 4 credits
- Mathematics or group-satisfying course: 4 credits

#### Credits
- 16

#### Winter
- SOC 310, 311, or 312: 4 credits
- Group-satisfying course: 4 credits
- Elective course: 4 credits
- Mathematics or group-satisfying course: 4 credits

#### Credits
- 16

#### Spring
- Upper-division sociology course: 4 credits
- Focused group: 4 credits
- Elective courses: 8 credits

#### Credits
- 16

### Third Year

#### Fall
- Upper-division sociology course: 4 credits
- Meet with an advisor to discuss potential career options: 4 credits

#### Focused group: 4 credits

#### Credits
- 16

#### Winter
- Upper-division sociology course: 4 credits
- Focused group: 4 credits
- Elective courses: 8 credits

#### Credits
- 16

#### Spring
- Upper-division sociology course: 4 credits
- Focused course: 4 credits
- Elective courses: 8 credits

#### Credits
- 16

### Fourth Year

#### Fall
- Upper-division sociology course: 4 credits
- Remember to apply to graduate DuckWeb the term you complete all requirements: 4 credits

#### Focused group: 4 credits

#### Credits
- 16

### Total Credits
- 48

### Master of Arts

### Master of Science

### Doctor of Philosophy

### Graduate Studies

The graduate program of the Department of Sociology is intended primarily to lead to the doctor of philosophy (PhD) degree.

Students who seek 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 students with undergraduate majors in sociology, although the chance of admission is considerably reduced for someone without any undergraduate work in sociology.

Many students receive some type of financial assistance. In addition, some graduate students hold part-time teaching or research appointments outside the department. Information describing the graduate program, the materials needed to apply for admission, specific course requirements, and a list of faculty members and their research interests is available online. Students applying for graduate admission should submit all necessary materials by January 15.

### Curriculum

All graduate-level courses taken to meet requirements are taken for letter grades except for the following courses:

- SOC 601 Research: [Topic]: 1-16
- SOC 603 Dissertation: 1-16
- SOC 605 Reading and Conference: [Topic]: 1-16
- SOC 606 Supervised Field Study: [Topic]: 1-16
- SOC 608 Workshop: [Topic] (Master's Project): 1-16

### Master's Curriculum

Students are encouraged to complete their 60 credits for the master's degree in the first six terms of enrollment. Students are awarded a master's degree if they have completed their required courses, achieved a mid-B or better average in their graded courses, and passed the master's paper requirement.
Doctoral Curriculum

After earning the master's degree, students prepare for a comprehensive examination in a sociological subfield chosen jointly by the student and the advisor.

Upon passing the comprehensive examination, the student is advanced to PhD 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.

Master of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate-level sociology courses</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Master's paper</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits | 60 |

1 The paper must present original empirical research and be stylistically formatted for an existing peer-reviewed journal approved by the student's advisor.

Master of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate-level sociology courses</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Master's paper</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits | 60 |

1 The paper must present original empirical research and be stylistically formatted for an existing peer-reviewed journal approved by the student's advisor.

Doctor of Philosophy Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate-level sociology courses</td>
<td>75</td>
</tr>
<tr>
<td>SOC 603</td>
<td>Dissertation</td>
<td>18</td>
</tr>
</tbody>
</table>

| Total Credits | 93 |

Courses

SOC 196. Field Studies: [Topic]. 1-2 Credits. Repeatable.

SOC 198. Workshop: [Topic]. 1-2 Credits. Repeatable.

SOC 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.

SOC 204. Introduction to Sociology. 4 Credits. The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.

SOC 207. Social Inequality. 4 Credits. Overview of social inequality, cross-culturally and within the United States. Examines relationships of social inequality based on social class, race, and gender to social change, social institutions, and self-identity.

SOC 301. American Society. 4 Credits. Selected aspects of American culture and institutions and the ways in which they are changing. Prereq: SOC 204 recommended.

SOC 303. World Population. 4 Credits. Introduction to population studies. Comparative analysis of historical, contemporary, and anticipated demographic change. Emphasis on demographic transitions between and within developed and underdeveloped countries.


SOC 305. America's Peoples. 4 Credits. Examines how the size, composition, and distribution of America's ethnic and racial subpopulations have shaped social structure, social culture, and social change in the United States. Prereq: SOC 204 or 207.

SOC 310. Social Theory. 4 Credits. Analysis of the major writers and ideas that have shaped contemporary sociology. Focus on recurrent concepts and issues that continue to challenge sociological inquiry.

SOC 311. Introduction to Social Research. 4 Credits. 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: SOC 204 or 207.

SOC 312. Statistical Analysis in Sociology. 4 Credits. 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.

SOC 313. Social Issues and Movements. 4 Credits. Contemporary social issues viewed in relation to the social structure of American society. Social movements and ideologies related to these issues.

SOC 317. Sociology of the Mass Media. 4 Credits. Analysis of media events: advertisements, news broadcasts, documentaries, popular music, and television. Perspectives include content analysis, semiotics, functionalist and structuralist paradigms, and power system analysis.

SOC 328. Self and Society. 4 Credits. How the thought, feeling, and behavior of individuals influence and are influenced by the actual, imagined, or implied presence of others.

SOC 330. Sociology of the Family. 4 Credits. Introduction to and historical perspective of the family as a social institution and small-group association. Prereq: SOC 204 or 207.

SOC 345. Race and Ethnicity. 4 Credits. Examines the major racial and ethnic groups in the United States with special attention to social interactions and inequalities.

SOC 346. Work and Occupations. 4 Credits. Characteristics of work and occupational careers in modern societies; relationships of those to family, the economy, bureaucracy, technology, and alienation.

SOC 347. Complex Organizations. 4 Credits. Nature of organizations in modern societies (e.g., specialization, impersonality, formalization, authority, and power); relationship of organizations to work and careers, stratification, democracy, discrimination, and deviance.
SOC 355. Sociology of Gender. 4 Credits.
Position of women in contemporary society; women and work, politics, families, the economy; intersection of gender, race, and class; women's movements.

SOC 370. Urban Sociology. 4 Credits.
Examines the growth of cities; urban inequalities, politics, and social movements; built environment, ecology, and sustainability of cities and identity; global cities and immigration.

SOC 380. Introduction: Deviance, Control, and Crime. 4 Credits.
Origins of rules and laws, patterns of reactions to their violation, emphasis on causal theories of deviance and of crime, data sources for study of crime.

SOC 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

SOC 401. Research: [Topic]. 1-21 Credits.
Repeatable.

SOC 403. Thesis. 1-12 Credits.
Repeatable.

SOC 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

SOC 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

SOC 406. Supervised Field Study: [Topic]. 1-21 Credits.
Repeatable.

SOC 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Offerings vary from year to year depending on student needs and faculty interests. Prereq: SOC 310, 311, 312.

SOC 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

SOC 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.

SOC 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Prereq: SOC 310, 311, 312.

SOC 412. Sociological Research Methods. 4 Credits.
Descriptive and inferential statistics, including multiple regression.

SOC 413. Sociological Research Methods. 4 Credits.
Advanced statistical techniques focusing on generalized linear models. Prereq: SOC 412.

SOC 416. Issues in Environmental Sociology [Topic]. 4 Credits.
Analysis of selected topics in environmental sociology. Topics include environmental movement, impacts of technological change, environmental policy and the state, environmental values, attitudes, and behaviors. Repeatable twice when topic changes for maximum of 12 credits.

SOC 420. Political Economy. 4 Credits.
Survey of the fundamentals of political economy. Readings from Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis.

SOC 425. Issues in Sociology of Family: [Topic]. 4 Credits.
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. Repeatable twice for a maximum of 12 credits when topic changes. Prereq: SOC 330.

SOC 442. Issues in Urban Sociology: [Topic]. 4 Credits.
Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Repeatable twice when topic changes for a maximum of 12 credits.

SOC 445. Sociology of Race and Ethnicity: [Topic]. 4 Credits.
Advanced analysis of selected topics in sociology of race/ethnicity. Topics vary. Examples include Asian Americans, Latinos, mixed race, racial oppression, residential segregation, and the post-civil rights era. Repeatable twice for a maximum of 12 credits. Prereq: SOC 310, SOC 311.

SOC 446. Issues in Sociology of Work: [Topic]. 4 Credits.
Selected topics in sociology of work: occupational structures and careers, industrial democracy; technological change and work reform, politics of work. Repeatable twice when topic changes for maximum of 12 credits.

SOC 447. Issues in Sociology of Organizations: [Topic]. 4 Credits.
Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucracy, power, and society. Repeatable twice when topic changes for maximum of 12 credits.

SOC 450. Sociology of Developing Areas. 4 Credits.
Social and economic structures and processes promoting or inhibiting change in the developing nations of Africa, Asia, Latin America. Topics include urbanization, industrialization, cultural change, world poverty, and dependence.

SOC 451. Social Stratification. 4 Credits.
The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery. Prereq: SOC 310, 311, 312.

SOC 452. Issues of Migration: [Topic]. 4 Credits.
Sociological analysis of migration, including dynamics of race and ethnicity, social structure, and social policy. Examine assimilation, marginalization, multiculturalism, postcolonialism, and social cohesion. Repeatable twice when the topic changes for a maximum of 12 credits. Offered alternate years. Prereq: SOC 310.

SOC 455. Issues in Sociology of Gender: [Topic]. 4 Credits.
Advanced analysis of gender and social relations of power in contemporary society. Variable topics include Women and Health; Violence against Women. Repeatable twice when topic changes for maximum of 12 credits.

SOC 456. Feminist Theory. 4 Credits.
Examines major sociological theories that elucidate the position of women and gender as part of the configuration of social relations of power in contemporary societies.

SOC 457. Sex and Society. 4 Credits.
Examines alternative sociological perspectives on sexual behavior, the social construction and regulation of sexuality, contemporary social and political issues pertaining to sexuality. Prereq: SOC 310.
**SOC 461. Sociology of Religion. 4 Credits.**
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.

**SOC 464. Systems of War and Peace. 4 Credits.**
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.

**SOC 465. Political Sociology. 4 Credits.**
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.

**SOC 467. Economic Sociology. 4 Credits.**
Applies the sociological perspective to basic economic phenomena such as markets, exchange, prices, money and rationality. Prereq: SOC 310.

**SOC 475. Marxist Sociological Theory. 4 Credits.**
Basic concepts, theory, and social analysis in the works of Marx and Engels. Topics include dialectical and historical materialism, class, historical development, political economy, and imperialism.

**SOC 480. Crime and Social Control. 4 Credits.**
Emphasizes definitions of crimes, major substantive areas of crime, and control policies in the United States.

**SOC 484. Issues in Deviance, Control, and Crime: [Topic]. 4 Credits.**
Topics vary. Examples are modern policing, juvenile delinquency, correction, emerging forms of social control. Repeatable twice when topic changes for maximum of 12 credits.

**SOC 491. Sociology of Education. 4 Credits.**
The relationship between education and other social institutions, the school and the community, the school as a social system, social change and education.

**SOC 503. Thesis. 1-16 Credits.**
Repeatable.

**SOC 507. Seminar: [Topic]. 1-5 Credits.**
Repeatable. Offerings vary from year to year depending on student needs and faculty interests.

**SOC 508. Workshop: [Topic]. 1-21 Credits.**
Repeatable.

**SOC 510. Experimental Course: [Topic]. 1-5 Credits.**
Repeatable.

**SOC 512. Sociological Research Methods. 4 Credits.**
Descriptive and inferential statistics, including multiple regression.

**SOC 513. Sociological Research Methods. 4 Credits.**
Advanced statistical techniques focusing on generalized linear models. Prereq: SOC 4/512.

**SOC 516. Issues in Environmental Sociology: [Topic]. 4 Credits.**
Analysis of selected topics in environmental sociology. Topics include environmental movement, impacts of technological change, environmental policy and the state, environmental values, attitudes, and behaviors. Repeatable twice when topic changes for maximum of 12 credits.

**SOC 520. Political Economy. 4 Credits.**
Survey of the fundamentals of political economy. Readings from Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis.

**SOC 525. Issues in Sociology of Family: [Topic]. 4 Credits.**
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. Repeatable twice for a maximum of 12 credits when topic changes.

**SOC 542. Issues in Urban Sociology: [Topic]. 4 Credits.**
Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Repeatable twice when topic changes for a maximum of 12 credits.

**SOC 544. Issues in Sociology of Organizations: [Topic]. 4 Credits.**
Advanced analysis of selected topics in sociology of race/ethnicity. Topics vary. Examples include Asian Americans, Latinos, mixed race, racial oppression, residential segregation, and the post-civil rights era. Repeatable twice for a maximum of 12 credits.

**SOC 545. Sociology of Race and Ethnicity: [Topic]. 4 Credits.**
Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucracy, power, and society. Repeatable twice when topic changes for maximum of 12 credits.

**SOC 550. Sociology of Developing Areas. 4 Credits.**
Social and economic structures and processes promoting or inhibiting change in the developing nations of Africa, Asia, Latin America. Topics include urbanization, industrialization, cultural change, world poverty, and dependence.

**SOC 551. Social Stratification. 4 Credits.**
The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery.

**SOC 552. Issues of Migration: [Topic]. 4 Credits.**
Sociological analysis of migration, including dynamics of race and ethnicity, social structure, and social policy. Examines assimilation, marginalization, multiculturalism, postcolonialism, and social cohesion. Repeatable twice when the topic changes for a maximum of 12 credits. Offered alternate years.

**SOC 555. Issues in Sociology of Gender: [Topic]. 4 Credits.**
Advanced analysis of gender and social relations of power in contemporary society. Variable topics include Women and Health; Violence against Women. Repeatable twice when topic changes for maximum of 12 credits.

**SOC 556. Feminist Theory. 4 Credits.**
Examines major sociological theories that elucidate the position of women and gender as part of the configuration of social relations of power in contemporary societies. Prereq: SOC 4/555.

**SOC 557. Sex and Society. 4 Credits.**
Examines alternative sociological perspectives on sexual behavior, the social construction and regulation of sexuality, contemporary social and political issues pertaining to sexuality.

**SOC 561. Sociology of Religion. 4 Credits.**
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.
SOC 564. Systems of War and Peace. 4 Credits.
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.

SOC 565. Political Sociology. 4 Credits.
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.

SOC 567. Economic Sociology. 4 Credits.
Applies the sociological perspective to basic economic phenomena such as markets, exchange, prices, money and rationality.

SOC 575. Marxist Sociological Theory. 4 Credits.
Basic concepts, theory, and social analysis in the works of Marx and Engels. Topics include dialectical and historical materialism, class, historical development, political economy, and imperialism.

SOC 580. Crime and Social Control. 4 Credits.
Emphasizes definitions of crimes, major substantive areas of crime, and control policies in the United States.

SOC 584. Issues in Deviance, Control, and Crime: [Topic]. 4 Credits.
Topics vary. Examples are modern policing, juvenile delinquency, correction, emerging forms of social control. Repeatable twice when topic changes for maximum of 12 credits.

SOC 591. Sociology of Education. 4 Credits.
The relationship between education and other social institutions, the school and the community, the school as a social system, social change and education.

SOC 601. Research: [Topic]. 1-16 Credits.
Repeatable.

SOC 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

SOC 603. Dissertation. 1-16 Credits.
Repeatable.

SOC 604. Internship: [Topic]. 1-6 Credits.
Repeatable.

SOC 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

SOC 606. Supervised Field Study: [Topic]. 1-16 Credits.
Repeatable.

SOC 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Proseminar required for all incoming Sociology graduate students. Professional socialization and preparation for the discipline.

SOC 608. Workshop: [Topic]. 1-16 Credits.
Repeatable. A current topic is Master's Project.

SOC 609. Practicum: [Topic]. 1-3 Credits.
Repeatable.

SOC 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SOC 612. Overview of Sociological Methods. 5 Credits.
Examines the research process--framing research questions, qualitative and quantitative design, relationships between methods and theory, deductive and inductive investigation logic, research ethics, sampling procedures, explanatory power.

SOC 613. Advanced Sociological Methods: [Topic]. 5 Credits.
Major methodological topics such as comparative, demographic, experimental, field, historical, and survey methods. Other possible topics include time-series analysis. Repeatable twice when topic changes for maximum of 15 credits.
Prereq: SOC 612 or equivalent.

SOC 615. Advanced Sociological Theory: [Topic]. 5 Credits.
Major sociological theories such as modern functionalism, contemporary Marxism, phenomenology, postmodernism, feminist and organizational theory. Repeatable twice when topic changes for maximum of 15 credits.

SOC 616. Environment and Resource Issues: [Topic]. 5 Credits.
Explores issues of environmental sociology and resource policy, including ecological crisis; environmental justice as it pertains to race, gender, class, and international inequality. Repeatable twice when topic changes for maximum of 15 credits.

SOC 617. Sociological Theory I. 5 Credits.
Sociological theories of the 19th century (especially Marx, Weber, and Durkheim) and 20th century (e.g., modern functionalism, feminist, neo-Marxism, neo-Weberian, poststructuralist theories).

SOC 618. Sociological Theory II. 5 Credits.
Major themes and historical foundation of contemporary sociological theory.
Prereq: SOC 617.

SOC 621. Teaching in the Social Sciences. 4 Credits.
Prepares graduate students to teach their own classes. Covers pedagogy and develops practical skills. Offered alternate years.

SOC 644. Race and Ethnicity Issues: [Topic]. 5 Credits.
Explores current research and theoretical debates, such as Chicano-Chicana and Latino-Latina studies, in the sociology of race and ethnicity. Repeatable twice when topic changes for maximum of 15 credits.

SOC 656. Issues in Sociology of Gender: [Topic]. 5 Credits.
Examines sociological theories of gender, focusing on a particular substantive area such as health, work, family, or sexuality. Explores gender in relation to race, ethnicity, and class. Repeatable twice when topic changes for maximum of 15 credits.

SOC 664. Race and Ethnicity Issues: [Topic]. 5 Credits.
Examines the relationship between economic institutions and political processes. Sample topics include theories of modern capitalism, corporations and the state, development and underdevelopment, war and peace. Repeatable twice when topic changes for maximum of 15 credits.

Southeast Asian Studies

William S. Ayres, Associate Director
541-346-5119
541-346-0668 fax
837 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene, Oregon 97403-5206
ast@uoregon.edu

The University of Oregon offers students an opportunity to pursue interdisciplinary studies on Southeast Asia. Specialists from across the university acquaint students with recent research on such topics as women, health, healing, and nutrition in Thailand and Indonesia; the archaeology of Thailand and Malaysia; education and development in Vietnam, Laos, and Thailand; regional transnationalisms; and indigenous minority communities and cultures throughout the region. Individualized
and self-instructional study of Southeast Asian languages can be arranged through the Yamada Language Center.

Important resources include Southeast Asian library collections, the Center for Asian and Pacific Studies, and the Office of International Affairs. The university also belongs to the Northwest Consortium for Southeast Asian Studies, which sponsors conferences, workshops, outreach, study abroad opportunities, internships, fellowships, student and faculty exchange, and cooperation between libraries.

Southeast Asian studies is a track in the Asian Studies Program. Undergraduates may pursue a minor in Southeast Asian studies in conjunction with majors in most departments (e.g., anthropology, history), as a concentration in international studies, or as the basis for a BA in Asian studies. See the Asian Studies (p. 73) section of this catalog for requirements and curriculum offerings.

Statistics

The University of Oregon does not have a formal department of statistics. However, a variety of courses are either exclusively or primarily about statistics. Over the past several decades, statistical techniques have become a primary tool of empirical research. As such, a variety of functional areas and disciplines teach applied statistical techniques. This is particularly true at the graduate level, where research plays an important role.

Degrees

The Department of Mathematics in the College of Arts and Sciences offers both undergraduate and graduate degrees with options that allow a specialty in statistics. Interested students should address inquiries about specific requirements to that department.

Statistics Courses

Students and advisors should be aware that, within any given area, two or more courses offered by different departments could contain such similar content that a student might not be granted credit toward graduation for more than one of the courses.

Theater Arts

Harry Wonham, Department Head
541-346-4145
541-346-1978 fax
216 Villard Hall
1231 University of Oregon
Eugene, Oregon 97403-1231

Faculty


Bradley Branan, assistant professor (technical direction, media design). BA, 2000, Luther College; MFA, 2009, Missouri, Kansas City. (2012)


Patricia Rodley, instructor pro tem (acting, voice and dialect). BA, 1992, Oregon; MA, 2005, Royal Central School of Speech and Drama (London); PhD, 2014, Oregon. (2015)


Emeriti
Alexandra Bonds, professor emerita. BS, 1972, Syracuse; MA, 1974, Denver. (1979)
Faber B. DeChaine, professor emeritus. BS, 1952, Oregon; MA, 1953, Michigan State; PhD, 1963, Minnesota. (1964)
Grant F. McKernie, professor emeritus. BA, 1964, Northwestern; MA, 1965, PhD, 1972, Ohio State. (1979)

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

- Bachelor of Arts
- Bachelor of Science
- Minor

Undergraduate Studies
For its undergraduate major program, the Department of Theater Arts has three principal objectives:

1. The attainment, by all of its majors, of a broad liberal arts education
2. Sufficient instruction to provide an appreciation of the different areas of theater
3. Direct experience in several aspects of theater production

Students study acting, directing, design, costume, lighting, stagecraft, history, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.

In addition to the BA or BS degree requirements of the university, the following requirements are specified for students with a major in theater arts:

The Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 210</td>
<td>Introduction to Design</td>
<td>4</td>
</tr>
<tr>
<td>TA 211–212</td>
<td>Theater Production I-II</td>
<td>8</td>
</tr>
<tr>
<td>TA 250</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>TA 271</td>
<td>Introduction to Theater Arts</td>
<td>4</td>
</tr>
<tr>
<td>TA 367–369</td>
<td>History of the Theater I-III</td>
<td>12</td>
</tr>
<tr>
<td>TA 470</td>
<td>Majors Seminar</td>
<td>4</td>
</tr>
<tr>
<td>TA 490</td>
<td>Theater Capstone: [Topic] (Play Direction, Playwriting, Devising, Dramaturgy)</td>
<td>4</td>
</tr>
</tbody>
</table>

Three of the following: 1

- TA 321 Scenery Production

Total Credits 67

1 Production assignments are 1–3 credits each.
2 With the consent of an advisor, a student may substitute a course in another department for one of these courses, selected from a list approved by the theater arts faculty.

The Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 210</td>
<td>Introduction to Design</td>
<td>4</td>
</tr>
<tr>
<td>TA 211–212</td>
<td>Theater Production I-II</td>
<td>8</td>
</tr>
<tr>
<td>TA 250</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>TA 271</td>
<td>Introduction to Theater Arts</td>
<td>4</td>
</tr>
<tr>
<td>TA 367–369</td>
<td>History of the Theater I-III</td>
<td>12</td>
</tr>
<tr>
<td>TA 470</td>
<td>Majors Seminar</td>
<td>4</td>
</tr>
<tr>
<td>TA 490</td>
<td>Theater Capstone: [Topic] (Play Direction, Playwriting, Devising, Dramaturgy)</td>
<td>4</td>
</tr>
</tbody>
</table>

Three of the following: 1

- TA 321 Scenery Production

Total Credits 67

1 Production assignments are 1–3 credits each.
2 With the consent of an advisor, a student may substitute a course in another department for one of these courses, selected from a list approved by the theater arts faculty.

Grading Options
Some courses in theater arts are offered pass/no pass (P/N) only. Work counts toward fulfillment of the 180-credit requirement for a BA or BS only if satisfactorily completed.

Transfer Students
Transfer students must complete six 4-credit, upper-division courses and two of the production courses listed in the course list in residence at the University of Oregon.

Honors in Theater Arts
At the end of each academic year, the department’s faculty selects certain graduating seniors and confers on them departmental honors. Criteria include academic performance as well as the quality of participation in the production program.
Minor Requirements

Course work for the minor must be completed with letter grades of mid-C or better. At least 16 credits must be taken at the university. One course in each of the following areas must be included:

- literature and criticism
- performance
- technical theater
- theater history

Theater arts courses 8
Upper-division theater arts courses 16
Total Credits 24

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Theater Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 271</td>
<td>Introduction to Theater Arts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TA 250</td>
<td>Acting I or Introduction to Design</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or TA 210</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 211</td>
<td>Theater Production I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Second term of first-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TA 250</td>
<td>Acting I or Acting II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or TA 210</td>
<td>or TA 210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II or College Composition III</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>or WR 123</td>
<td>or Composition II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or WR 123</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 212</td>
<td>Theater Production II or Introduction to Design</td>
<td>4</td>
<td>Overall UO GPA of 2.00 or higher</td>
</tr>
<tr>
<td>or TA 210</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 250</td>
<td>Acting I or Acting III</td>
<td>4</td>
<td>Complete UO writing requirement</td>
</tr>
<tr>
<td>or TA 252</td>
<td>or Acting III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Third term of first-year second-language sequence</strong></td>
<td></td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TA 321</td>
<td>Scenery Production</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TA 322</td>
<td>Costume Production</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TA 323</td>
<td>Lighting Production</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TA 324</td>
<td>Production</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TA 271</td>
<td>Introduction to Design or Introduction to Design or Theater Production I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or TA 210</td>
<td>or TA 211</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TA 321</td>
<td>Scenery Production</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>&amp; TA 322</td>
<td>Production</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>&amp; TA 323</td>
<td>or Acting II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>&amp; TA 324</td>
<td>or TA 251</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td>Overall UO GPA of 2.00 or higher</td>
</tr>
<tr>
<td>General-education courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>TA 321</td>
<td>Scenery Production</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>&amp; TA 322</td>
<td>Production</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>&amp; TA 323</td>
<td>or Acting III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>&amp; TA 324</td>
<td>or TA 252</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 367</td>
<td>History of the Theater I</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td>Group-satisfying courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Upper-division course with TA subject code</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
### Bachelor of Science in Theater Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 271</td>
<td>Introduction to Theater Arts</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>TA 368 History of the Theater II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Majors Seminar</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 369</td>
<td>History of the Theater III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division course with TA subject code</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course that also satisfies a multicultural requirement</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>TA 490 Theater Capstone: [Topic]</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Capstone: [Topic] advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>TA 490 Theater Capstone: [Topic]</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Capstone: [Topic]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td><strong>48</strong></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>TA 212 Theater</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or TA 210 or Introduction to Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>WR 122 College</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or WR 123 Composition II or College</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Production Composition III</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 250 or TA 251 Acting I or Acting II</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>TA 211 Theater Production I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 210 or Introduction to Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 321 Scenery</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 322 Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 323 and Costume</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 324 Production and Lighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Production and Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>TA 212 or TA 210 or Introduction to Design</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>TA 250 or TA 251 Acting I or Acting II</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td><strong>48</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>TA 271 Introduction to Theater Arts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or TA 210 or Introduction to Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 321 Scenery</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 322 Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 323 and Costume</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 324 Production and Lighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Production and Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 271 or TA 210 or Introduction to Design</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Theater or Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Theater Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or Introduction to Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or Theater or Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>TA 321 Scenery</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 322 Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 323 or Acting II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 324 or TA 251 or TA 251</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Bachelor of Science in Theater Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 271</td>
<td>Introduction to Theater Arts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>TA 368 History of the Theater II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Majors Seminar</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 369</td>
<td>History of the Theater III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division course with TA subject code</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course that also satisfies a multicultural requirement</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>TA 490 Theater Capstone: [Topic]</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Capstone: [Topic]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>TA 490 Theater Capstone: [Topic]</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Capstone: [Topic]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td><strong>48</strong></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>TA 212 Theater</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or TA 210 or Introduction to Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>WR 122 College</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or WR 123 Composition II or College</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Production Composition III</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 250 or TA 251 Acting I or Acting II</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>TA 211 Theater Production I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 210 or Introduction to Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 321 Scenery</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 322 Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 323 and Costume</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 324 Production and Lighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Production and Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>TA 212 or TA 210 or Introduction to Design</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>TA 250 or TA 251 Acting I or Acting II</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td><strong>48</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>TA 271 Introduction to Theater Arts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or TA 210 or Introduction to Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 321 Scenery</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 322 Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 323 and Costume</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 324 Production and Lighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Production and Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA 271 or TA 210 or Introduction to Design</td>
<td>4</td>
<td>Meet with TA advisor</td>
</tr>
<tr>
<td></td>
<td>Theater or Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Theater Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or Introduction to Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or Theater or Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>TA 321 Scenery</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 322 Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 323 or Acting II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; TA 324 or TA 251 or TA 251</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Course Title Credits Milestones
#### Spring
- **TA 321 & TA 322 & TA 323 & TA 324 or TA 252**
  - Scenery
  - Production or Acting III
  - General-education courses
  - Overall UO GPA of 2.00 or higher
  - Credits 16
- **Course Title Credits Milestones**
- **Fall**
  - **TA 367** History of the Theater I
  - Meet with TA advisor
  - General-education courses
  - Credits 16
- **Winter**
  - **TA 368** History of the Theater II
  - **TA 470** Majors Seminar
  - General-education course
  - General-education or elective course
  - Credits 16
- **Spring**
  - **TA 369** History of the Theater III
  - Overall UO GPA of 2.00 or higher
  - Upper-division course with TA subject code
  - General-education course that also satisfies a multicultural requirement
  - General-education or elective course
  - Credits 16
  - **Course Title Credits Milestones**
  - **Fourth Year**
  - **Fall**
    - **TA 490** Theater Capstone: [Topic]
    - Meet with TA advisor
    - Overall UO GPA of 2.00 or higher
    - Elective courses
    - Credits 16
    - **Course Title Credits Milestones**
    - **Grades of A or B required**
    - **Course Topic Changes Every Term**
    - **No more than 9 credits of Practicum: [Topic] (TA 609) may be applied toward degree requirements.**
    - **Course topic changes every term. The master of arts requires at least 16 credits (four seminars). The student may also take approved 600-level course work.**
    - **Master of Fine Arts Degree Requirements**
      - **Code Title Credits**
        - Graduate courses in theater arts 1
        - TA 503 Thesis
        - TA 607 Seminar: [Topic] 2
      - **Total Credits** 44
      - **Additional Requirements**
        - **No more than 9 credits of Practicum: [Topic] (TA 609) may be applied toward degree requirements.**
        - **Course topic changes every term. The master of arts requires at least 16 credits (four seminars). The student may also take approved 600-level course work.**
      - **Master of Fine Arts Degree Requirements**
        - TA 607 Seminar: [Topic] 1
Design and technology courses $^2$  
20  
Theater history, literature, and theory courses  
20  
Related courses outside the department  
8  
At least one course from acting, directing, dramaturgy, or stage management  
4  

Total Credits  
64  

1 Course topics change every term. The MFA requires at least 12 credits. Students may also take approved and graded 600-level course work.  
2 Must include at least one course each in lighting, scenery, and costumes.

Additional Requirements

- A minimum grade point average of 3.00
- Completion and approval of a final project and written document

Specialization

Areas of specialization are set design, lighting design, and costume design.

Course work is substantially completed during the first two years.

The MFA program typically takes three years to complete.

Doctor of Philosophy Degree Requirements

The PhD in theater arts requires nine courses in the first year and seven courses in the second year, including registration in 4 to 6 credits of independent reading toward the qualifying examinations in winter or spring terms of the second year. Students seeking the PhD must have demonstrated proficiency in a foreign language, either from two years of successful college course work or by passing a basic translation-comprehension exam.

Following completion of course work, students wishing to pass to doctoral candidacy must pass qualifying examinations. Within one month after advancement to doctoral candidacy, students must deliver a dissertation prospectus for committee approval. The degree is granted only with successful completion and full approval of a dissertation under Graduate School rules and deadlines.

Requirements Summary

- A minimum of 20 graded credits in 600-level graduate seminars
- At least 12 graded credits (or three 500- to 600-level courses) in a related field outside of theater arts
- Proof of reading comprehension in a foreign language (transcript credits or examination)
- Involvement in a faculty-guided artistic production in design, acting, directing, technical production, dramaturgy, and playwriting
- Qualifying examinations, oral defense, and approved prospectus
- At least 18 credits of Dissertation (TA 603)
- Completion of dissertation and approval of oral defense

Courses

TA 121. Scenery and Lighting Laboratory. 1-2 Credits.
Building and painting scenery, hanging lights for productions. Repeatable thrice for maximum of 8 credits.

TA 122. Costume Laboratory. 1-2 Credits.
Building costumes for productions. Repeatable thrice for maximum of 8 credits.

TA 124. Production. 1-2 Credits.
Working backstage for productions. Repeatable thrice for maximum of 8 credits.

TA 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

TA 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

TA 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Freshman seminars.

TA 210. Introduction to Design. 4 Credits.
Introduction to the principles of design as applied to the arts of theater design, scenery, costumes, and lighting. Creative projects to develop concepts of visual imagery. Includes laboratory.

TA 211. Theater Production I. 4 Credits.
Introduction to the mechanics of mounting a theatrical production including basic construction of scenery and props and use of lighting equipment. Includes laboratory.

TA 212. Theater Production II. 4 Credits.
Introduction to costumes and makeup. Costume construction includes basic hand and machine sewing techniques. Beginning makeup covers ingenue, beards, wounds, and fantasy. Includes laboratory.

TA 250. Acting I. 4 Credits.
Principles of warm-ups, individual inventory, Stanislavski system, character analysis, and rehearsal procedure.

TA 251. Acting II. 4 Credits.
Continuation of performance principles for contemporary realistic theater with addition of dramaturgical scene study.

TA 252. Acting III. 4 Credits.
Development of improvisational skills while establishing a working file of monologue material.

TA 271. Introduction to Theater Arts. 4 Credits.
Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual.

TA 321. Scenery Production. 1-3 Credits.
Production or performance crew head for scenery. Repeatable thrice for maximum of 12 credits.
Prereq: TA 211

TA 322. Costume Production. 1-3 Credits.
Production or performance crew head for costumes. Repeatable thrice for maximum of 12 credits.
Prereq: TA 212

TA 323. Lighting Production. 1-3 Credits.
Production or performance crew head for lighting. Repeatable thrice for maximum of 12 credits.
Prereq: TA 211

TA 324. Production. 1-3 Credits.
Stage manager, assistant director, or dramaturgy position. Repeatable thrice for maximum of 12 credits.

TA 325. Performance. 1-3 Credits.
Preparation, rehearsal, and performance of an acting role. Repeatable thrice for maximum of 12 credits.
TA 367. History of the Theater I. 4 Credits.
Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance.

TA 368. History of the Theater II. 4 Credits.
Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance.

TA 369. History of the Theater III. 4 Credits.
Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance.

TA 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

TA 401. Research: [Topic]. 1-21 Credits.
Repeatable.

TA 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

TA 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

TA 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

TA 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

TA 409. Practicum: [Topic]. 1-3 Credits.
Repeatable thrice for maximum of 12 credits.

TA 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

TA 411. Costume History I. 4 Credits.
History of Western clothing in cultural context. Egyptian to Renaissance.

TA 412. Costume History II. 4 Credits.
History of Western clothing in cultural context. Mid-Renaissance to romanticism.

TA 413. Costume History III. 4 Credits.
History of Western clothing in cultural context. Victorian to the present.

TA 416. Costume Design. 4 Credits.
Beginning design concepts and various artistic media as applicable to costume design and rendering techniques.

TA 417. Advanced Costume Design. 4 Credits.
Analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques.
Prereq: TA 416.

TA 418. Costume Pattern Drafting. 4 Credits.
Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution.
Prereq: TA 212.

TA 419. Costume Construction. 4 Credits.
Practical problems encountered in building and decorating costumes for the stage.
Prereq: TA 212.

TA 420. Return and Review for Actors. 1 Credit.
Review foundational concepts and technique by participating, demonstrating, and coaching in Acting I or II. Repeatable for Acting I (TA 250) only once; for Acting II (TA 251) only once.

TA 441. Scene Design: Single Set. 4 Credits.
Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the proscenium stage only.

TA 445. Advanced Projects in Theater Technology: [Topic]. 4 Credits.
Specialized areas of theater technology, one topic per term. Topics include scene painting, stage management, props, and computer drafting. Repeatable seven times when topic changes for maximum of 32 credits.

TA 452. Advanced Acting: [Topic]. 4 Credits.
Topics in the performance of a specific genre or authors, or in specific performance technique, including voice, movement, and musical skills.
Repeatable when topic changes.
Prereq: TA 252, 271; one from TA 210, 211, 212.

TA 467. Lighting for the Stage. 4 Credits.
Designing lighting for the stage; technical and aesthetic problems.

TA 470. Majors Seminar. 4 Credits.
Capstone seminar for junior theater majors; readings and research in new theater trends, aesthetics, professional and higher academic opportunities.

TA 471. Studies in Theater and Culture: [Topic]. 4 Credits.
Dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, using arts materials and socioeconomic factors to clarify aesthetic attitudes and practices of theater. Repeatable thrice when topic changes for maximum of 16 credits.

TA 472. Multicultural Theater: [Topic]. 4 Credits.
Origins and development of contributions in theater and drama by various cultures including Latino, Chicano, African American, Asian American, and Native American. Repeatable four times when topic changes for maximum of 20 credits.

TA 490. Theater Capstone: [Topic]. 4 Credits.
Required for the major and may be fulfilled by successful completion of any one of four topics: Play Direction, Playwriting, Dramaturgy, Devising.
Prereq: TA 210, TA 211, TA 212, TA 250, TA 271, and one from the theatre history series: TA 367, TA 368, TA 369.

TA 503. Thesis. 1-16 Credits.
Repeatable.

TA 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

TA 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

TA 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

TA 511. Costume History I. 4 Credits.
History of Western clothing in cultural context. Egyptian to Renaissance.

TA 512. Costume History II. 4 Credits.
History of Western clothing in cultural context. Mid-Renaissance to romanticism.
TA 513. Costume History Ill. 4 Credits.
History of Western clothing in cultural context. Victorian to the present.

TA 516. Costume Design. 4 Credits.
Beginning design concepts and various artistic media as applicable to costume design and rendering techniques.

TA 517. Advanced Costume Design. 4 Credits.
Analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques.
Prereq: TA 416/516.

TA 518. Costume Pattern Drafting. 4 Credits.
Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution.

TA 519. Costume Construction. 4 Credits.
Practical problems encountered in building and decorating costumes for the stage.

TA 541. Scene Design: Single Set. 4 Credits.
Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the proscenium stage only.

TA 545. Advanced Projects in Theater Technology: [Topic]. 4 Credits.
Specialized areas of theater technology, one topic per term. Topics include scene painting, stage management, props, and computer drafting. Repeatable seven times when topic changes for maximum of 32 credits.

TA 552. Advanced Acting: [Topic]. 4 Credits.
Topics in the performance of a specific genre or authors, or in specific performance technique, including voice, movement, and musical skills. Repeatable when topic changes.

TA 567. Lighting for the Stage. 4 Credits.
Designing lighting for the stage; technical and aesthetic problems.

TA 571. Studies in Theater and Culture: [Topic]. 4 Credits.
Dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, using arts materials and socioeconomic factors to clarify aesthetic attitudes and practices of theater. Repeatable thrice when topic changes for maximum of 16 credits.

TA 572. Multicultural Theater: [Topic]. 4 Credits.
Origins and development of contributions in theater and drama by various cultures including Latino, Chicano, African American, Asian American, and Native American. Repeatable four times when topic changes for maximum of 20 credits.

TA 601. Research: [Topic]. 1-16 Credits.
Repeatable.

TA 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

TA 603. Dissertation. 1-16 Credits.
Repeatable.

TA 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

TA 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

TA 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

TA 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

TA 609. Practicum: [Topic]. 1-3 Credits.
Rehearsal and Performance is a current topic. Repeatable five times for a maximum of 18 credits.

TA 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

TA 651. Theory of Dramatic Production. 4 Credits.
Theory of acting.

Women's, Gender, and Sexuality Studies

Yvonne A. Braun, Department Head
541-346-5529
541-346-0652 fax
315 Hendricks Hall
1298 University of Oregon
Eugene, Oregon 97403-1298
wgs@uoregon.edu

The Department of Women's, Gender, and Sexuality Studies offers students an interdisciplinary curriculum that focuses on the diverse experiences of women in both national and international contexts. The department also examines the meaning of gender as a socially constructed category that shapes personal identities, beliefs, opportunities, and behaviors. The wide range of courses explores the intersections of gender, race, class, and sexuality; the institutional structures that have an impact on women's and men's lives; and the broad range of feminist theory that seeks to explain and influence women's status in society. Among the areas of emphasis in women's, gender, and sexuality studies are gender and sexuality, queer studies, third-world feminism, cultural representation and literature, women and labor, feminist theory, critical race feminism, immigration and citizenship, and social activism.

Core and affiliated faculty members in the department come from a wide range of disciplinary perspectives including history, literature, anthropology, sociology, geography, environmental studies, ethnic studies, philosophy, religious studies, architecture and fine arts, music, Romance and Germanic languages, political science, public policy, and law.

Any student may take women's, gender, and sexuality studies courses. Some students take a few courses to complement the curriculum in another major. Others choose to fulfill the requirements for a major in women's, gender, and sexuality studies or a minor in women's, gender, and sexuality studies or in queer studies.

Most women's, gender, and sexuality studies courses satisfy group and multicultural requirements. For courses approved to fulfill these requirements, see the current list on the registrar’s website (http://registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses).

Faculty


Emerita


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

Affiliated
Shabnam Ahktari, mathematics
Yvette Alex-Assensoh, political science
Susan C. Anderson, German and Scandinavian
Erin Beck, political science
Charise Cheney, ethnic studies
Krista Chronister, counseling psychology and human services
Lynn Fujiwara, ethnic studies
Alison Gash, political science
Lisa M. Gilman, folklore
Amalia Gladhart, Romance languages
Bryna Goodman, history
Michael Hames-Garcia, ethnic studies
Julie Heffernan, education studies
Ellen Herman, history
Sara Hodges, psychology
Jocelyn Hollander, sociology
Lamia Karim, anthropology
Sharon Luk, English
Kathryn A. Lynch, environmental studies
Bonnie Mann, philosophy
Kate Mondloch, history of art and architecture
Dorothee Ostmeier, German and Scandinavian
Eileen M. Otis, sociology
C. J. Pascoe, sociology
Scott L. Pratt, philosophy
Alai Reyes-Santos, ethnic studies
Ellen Scott, sociology
Carol T. Silverman, anthropology
Beata Stawarska, philosophy
Leslie H. Steeves, journalism and communication
Lynn Stephen, anthropology
Analisa Taylor, Romance languages
Courtney Thorsson, English
Elizabeth A. Wheeler, English
Frances J. White, anthropology
Mary E. Wood, English
Priscilla Yamin, political science

Undergraduate Studies

Preparation
No specific high school preparation is necessary. Students who transfer to the university from other colleges may apply as many as 8 credits of women's, gender, and sexuality studies courses to the major or to the minors.

Careers
An understanding of gender and of women's experiences, abilities, and needs is an asset to careers in such fields as education, social service, government, business, law, medicine, the ministry, journalism, media, technology, counseling, and child care. In addition, a background in women's, gender, and sexuality studies can be used as a basis for entering a growing number of graduate programs that emphasize the study of women or gender.

Major Requirements
The Department of Women's, Gender, and Sexuality Studies offers an undergraduate major leading to a bachelor of arts (BA) or bachelor of science (BS) degree. Students may major in women's, gender, and
sexuality studies alone or as one of two or more majors. Majors must construct their programs in consultation with women’s, gender, and sexuality studies advisors.

Graded courses in the major must be completed with grades of C– or higher. No more than 8 credits taken pass/no pass in these courses may be counted toward the major.

At least 36 credits must be in upper-division courses. At least 24 upper-division credits must be taken at the University of Oregon. Women’s, gender, and sexuality studies (WGS) majors must attain a grade point average of 2.50 or higher in courses applied to the major.

Bachelor of Arts Degree Requirements

To be eligible to write an honors thesis, students should have a cumulative GPA of 3.50 in WGS courses. Students who satisfy the major requirements, maintain throughout their undergraduate studies at Oregon a GPA of 3.50 or above in courses in the major, and submit a copy of the honors thesis approved by their committee to the department receive a baccalaureate degree with honors in women’s, gender, and sexuality studies.

Thesis Criteria

A thesis must be based on a student’s original research. Depending on the discipline, it can be a written paper that presents the results of the research. Theses average between 30 and 50 pages, including notes and bibliographies.

Only theses that meet the following criteria will be approved and awarded honors:

- Identifies a clear and original topic or research question
- Demonstrates knowledge of the literature concerning that topic or research question
- Provides an analysis of the topic or research question, using clearly identified methodology
- It uses the citational style appropriate to its disciplinary focus
- The thesis is mindful of the relationships among gender, race, class, ability, and national identity as these pertain to the object of study

Students producing a senior thesis should expect to do the following work over the course of a full year prior to their graduation. In the spring and summer before the thesis writing begins, students need to identify a primary advisor (first reader) and a second reader, both of whom are either a faculty member in the department or an affiliated faculty member (see faculty list). If an affiliated faculty member is the first reader, then the instructor of Reading and Conference: [Topic] (WGS 405) will be the second reader.

In fall, students should register for Reading and Conference: [Topic] (WGS 405) (1–4 variable credits) with their thesis advisor and submit a timeline for completion of the thesis to the thesis advisor.

By the end of the fall term, students should complete a draft of a research proposal that is five to eight pages in length and includes a literature review, a short section on the methods that will be used, research questions or a thesis statement (depending on the discipline), and a bibliography.

Research proposals must be approved by the thesis advisor and a copy must be submitted to the department. If an affiliate faculty member is the thesis advisor, the proposal must be approved by the student’s primary advisor in the department as well.

In winter, students should register for Thesis (WGS 403). Using the timeline submitted in the fall, students spend winter term conducting research and writing the thesis in consultation with their advisor. By the end of winter term, research should be complete and thesis writing should be significantly underway.

In spring, students write, revise, and produce a final draft of the thesis following the timeline submitted in the fall. By no later than the end of the fifth week of the term, students must submit their final thesis to their departmental advisor, their affiliate advisor, or both. Upon approval, students must submit a copy of their final thesis to the department head.
The student’s performance on the thesis and on courses taken during the senior year will be reviewed before the honors distinction is granted. Obtain complete instructions and required forms from the department office.

**Women’s, Gender, and Sexuality Studies Minor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 101</td>
<td>Introduction to Women’s and Gender Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-division courses with WGS subject code 1 8

WGS or other code-approved courses (up to 8 credits may be taken in lower-division courses) 12

**Total Credits** 24

1 History and Development of Feminist Theory (WGS 315) strongly suggested.

**Additional Requirements**

No more than 8 credits in Practicum: [Topic] (WGS 409) may be counted toward the minor. No more than 8 credits may be taken pass/no pass; no more than 8 credits may count toward both the minor and the student’s major. Graded courses in the minor must be completed with grades of C– or higher. At least 16 credits applied to the women’s, gender, and sexuality studies minor must be taken at the University of Oregon.

Students must apply for the minor in the women’s, gender, and sexuality studies office well in advance of graduation for transcript evaluation. In order to be eligible for the minor, students must complete all degree requirements and a major in another academic department.

**Queer Studies Minor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 201</td>
<td>Introduction to Queer Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

WGS course focused on queer studies 1 4

WGS or other department courses 1 16

**Total Credits** 24

1 A minimum of 16 of these 20 credits must be earned in upper-division courses.

Students wishing to minor in queer studies should consult frequently with a women’s, gender, and sexuality studies advisor to determine which courses offered during any given academic year will count toward the fulfillment of the 20 selectable credits. A minimum of 16 of the 24 total credits for the minor must be earned at the University of Oregon. The other 8 may be earned through successful completion of preapproved courses from another university or approved overseas program. A minimum of 16 of the 24 credits must be graded. Students must complete all 24 credits with a grade of P or C– or better.

Students must apply for the queer studies minor in the women’s, gender, and sexuality studies office well in advance of graduation for transcript evaluation. In order to be eligible for the minor, students must complete all degree requirements and a major in women’s, gender, and sexuality studies or another academic department.

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

The degree plan shows courses that are solely within the department (subject code WGS) and suggestions for arranging general-education courses, language courses, and mathematics courses. The plans below do not necessarily include sufficient courses to meet the 180-credit minimum to graduate.

It is suggested that students look for courses that meet the multicultural requirements when taking general-education requirements.

**Bachelor of Arts in Women’s and Gender Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Introduction to Women’s and Gender Studies</td>
<td>4</td>
</tr>
<tr>
<td>WGS 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>WGS 303</td>
<td>Women and Gender in American History</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>WGS 315</td>
<td>History and Development of Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 36

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Introduction to Women’s and Gender Studies</td>
<td>4</td>
</tr>
<tr>
<td>WGS 321</td>
<td>Feminist Perspectives: Identity, Race, Culture</td>
<td>4</td>
</tr>
</tbody>
</table>

First term of first-year second-language sequence 5
### Bachelor of Science in Women’s and Gender Studies

#### Course Title Credits Milestones

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGS 101</td>
<td>Introduction to Women’s and Gender Studies</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGS 303</td>
<td>Women and Gender in American History</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGS 301</td>
<td>History and Development of Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course with WGS subject code</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course with WGS subject code</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course with WGS subject code or approved cross-listed course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGS 411</td>
<td>Feminist Praxis</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course with WGS subject code or approved cross-listed course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course with WGS subject code or approved cross-listed course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
## Second Year

### Fall
- **WGS 321** Feminist Perspectives: Identity, Race, Culture 4
  - General-education course in social science 4
  - Mathematics course 4
  - Credits 12

### Winter
- **WGS 351** Decolonial Feminisms 4
  - General-education course in science 4
  - Mathematics course 4
  - Credits 12

### Spring
- **WGS 352** 4
  - General-education course in science 4
  - Mathematics course 4
  - Credits 12

Total Credits: 36

## Third Year

### Fall
- Upper-division elective course with WGS subject code 4
- General-education course in arts and letters 4
- Credits 8

### Winter
- Upper-division elective course with WGS subject code 4
- General-education course in social science 4
- General-education course in arts and letters 4
- Credits 12

### Spring
- Upper-division elective course with WGS subject code or approved cross-listed course 4
- General-education course in science 4
- General-education course in social science 4
- Credits 12

Total Credits: 32

## Fourth Year

### Fall
- **WGS 411** Feminist Praxis 4
  - Credits 4

### Winter
- Upper-division elective course with WGS subject code approved cross-listed course 4
  - Credits 4

### Spring
- Upper-division elective course with WGS subject code or approved cross-listed course 4
  - Credits 4

Total Credits: 12

## Graduate Studies

The graduate certificate in women’s, gender, and sexuality studies requires 24 credits in courses approved by the women’s, gender, and sexuality studies graduate advisor. At least 12 of these credits must be in core courses in the Department of Women’s, Gender, and Sexuality Studies. At least 8 of these credits must be in approved graduate courses offered in other departments.

### Graduate Certificate Requirements

#### Core Courses
- Select WGS courses totaling 12 credits from the following: 12
  - WGS 507 Seminar: [Topic]
  - WGS 511 Feminist Praxis
  - WGS 513 Feminist Pedagogy
  - WGS 522 Sexuality Studies: [Topic]
  - WGS 532 Gender, Environment, and Development
  - WGS 551 Global Perspectives on Gender [Topic]
  - WGS 605 Reading and Conference: [Topic] 1
  - WGS 607 Seminar: [Topic]
  - WGS 609 Practicum: [Topic] 1

#### Other Courses
- Approved graduate courses in other departments 8
- WGS or other department graduate course 4

Total Credits: 24

1 Indicates a variable-credit course. The student must declare the credit value upon registering online—e.g., Practicum: [Topic] (WGS 609).

### Additional Requirements

- No more than 4 credits in Reading and Conference: [Topic] (WGS 605) and Practicum: [Topic] (WGS 609) can be applied to the certificate.

- No more than 8 credits may be taken pass/no pass without specific approval.

Applicants should arrange an appointment with the graduate advisor.
Courses

WGS 101. Introduction to Women’s and Gender Studies. 4 Credits.
Interdisciplinary examination of the diverse experiences, status, and contributions of women in the United States. Topics include social construction of gender, race, sexualities, work, class, violence, and health.

WGS 198. Colloquium: [Topic]. 1,2 Credit.
Repeatable.

WGS 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

WGS 201. Introduction to Queer Studies. 4 Credits.
Introduction to the study of sexuality and society from a queer studies interdisciplinary perspective.

WGS 221. Bodies and Power. 4 Credits.
Focuses on gender, the body, and dis/ability as a particular nexus of experience and social meaning, influenced as well by race, sexuality, age and class. This course considers bodies and how we understand them within contexts shaped by social relations and systems of power.

WGS 250. Gender, Literature, and Culture. 4 Credits.
Examines literary and other cultural representations of gendered experiences using novels, short stories, poetry, plays, and visual cultural production.

WGS 251. Transnational and Indigenous Feminisms. 4 Credits.
Introductory survey of transnational and Indigenous feminist scholarship, two intersecting strains of feminism that address the workings of culture, nationalism, and gender in multiple contexts. Explores cross-section of key issues and perspectives using interdisciplinary lenses and methodologies employed by scholars in transnational and Indigenous studies.

WGS 303. Women and Gender in American History. 4 Credits.
Focuses on women and gender in America, highlighting how diverse women have experienced gender roles and sexism since the 17th century.

WGS 315. History and Development of Feminist Theory. 4 Credits.
Feminist theory from the Enlightenment through the Second Wave, with special emphasis on the diverse theories of the 1960s to the present. Prereq: WGS 101.

WGS 321. Feminist Perspectives: Identity, Race, Culture. 4 Credits.
Examines intersections of race and ethnicity, class, sexuality, and gender in the history and lives of United States women of color. Explores definitions of community, culture, and identity. Prereq: one course WGS or ES 101.

WGS 331. Science, Technology, and Gender. 4 Credits.
Topics include the role of gender in the practice of science and the impact of sexism and racism on the development of science and technology. Prereq: WGS 101 or equivalent.

WGS 341. Women, Work, and Class. 4 Credits.
Explores contexts and cultural attitudes shaping the women’s market and domestic labor including race, sexuality, age, and class as well as occupational segregation and control.

WGS 350. Literature as Feminist Theory. 4 Credits.
Analyzes literary and media texts while considering questions and intersections of race, gender, sexuality, ability, class, nation, culture, and power central to the field of women and gender studies, and demonstrates how these intersections within literary texts are sites of knowledge production in feminist theory. Prereq: one 200 level WGS course.

WGS 351. Decolonial Feminisms. 4 Credits.
Exploration of feminist activism and women’s movements globally, organizing to challenge the state, civil society, international agencies, and corporations for a more just world. Prereq: One 200-level WGS course.

WGS 361. Gender, Film, and the Media. 4 Credits.
Students read, view, examine, discuss, and write about film and media in terms of gender and feminist and queer theory. Offered alternate years.

WGS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

WGS 401. Research: [Topic]. 1-16 Credits.
Repeatable.

WGS 403. Thesis. 1-12 Credits.
Repeatable with program director’s and thesis adviser’s consent for maximum of 12 credits.

WGS 405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

WGS 406. Field Studies: [Topic]. 1-12 Credits.
Repeatable for maximum of 12 credits.

WGS 407. Seminar: [Topic]. 1-5 Credits.
A current topic is Feminist Research Issues. Repeatable when topic changes.

WGS 408. Workshop: [Topic]. 1-16 Credits.
Repeatable.

WGS 409. Practicum: [Topic]. 1-5 Credits.
Repeatable.

WGS 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

WGS 411. Feminist Praxis. 4 Credits.
Combined internship and seminar explores the history and politics of community agencies and the relationship of feminist theory to practice. Prereq: one course WGS or equivalent.

WGS 413. Feminist Pedagogy. 2 Credits.
Surveys strategies for facilitating discussions in women’s and gender studies classes and the special problems of teaching about gender, race, and sexuality. Prereq: WGS 101 or equivalent.

WGS 422. Sexuality Studies: [Topic]. 4 Credits.
Various topics in sexuality studies, including the relationship between gender and sexuality and between queer studies and women’s and gender studies. Repeatable twice when topic changes for maximum of 12 credits. Prereq: WGS 101 or 201.

WGS 432. Gender, Environment, and Development. 4 Credits.
Surveys gender and political, economic, and cultural strategies for development and environmental change around the world. Pre- or coreq: WGS 101.
WGS 450. Literature and Feminist World-Making. 4 Credits.
Examines feminist world-making in literary texts as a form of political theory, a strategy for thinking critically about the present, imagining the world under different circumstances, and building an alternative world from a feminist perspective.
Prereq: one 300-level WGS course.

WGS 451. Global Perspectives on Gender [Topic]. 4 Credits.
Designed to deepen understanding of diverse global issues and perspectives related to women's and gender studies. Repeatable twice when topic changes for a maximum of 12 credits.

WGS 507. Seminar: [Topic]. 1-5 Credits.
A current topic is Feminist Research Issues. Repeatable when topic changes.

WGS 508. Workshop: [Topic]. 1-16 Credits.
Repeatable.

WGS 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

WGS 511. Feminist Praxis. 4 Credits.
Combined internship and seminar explores the history and politics of community agencies and the relationship of feminist theory to practice.
Prereq: one course WGS or equivalent.

WGS 513. Feminist Pedagogy. 2 Credits.
Surveys strategies for facilitating discussions in women's and gender studies classes and the special problems of teaching about gender, race, and sexuality.

WGS 522. Sexuality Studies: [Topic]. 4 Credits.
Various topics in sexuality studies, including the relationship between gender and sexuality and between queer studies and women's and gender studies. Repeatable twice when topic changes for maximum of 12 credits.

WGS 532. Gender, Environment, and Development. 4 Credits.
Surveys gender and political, economic, and cultural strategies for development and environmental change around the world.

WGS 550. Literature and Feminist World-Making. 4 Credits.
Examines feminist world-making in literary texts as a form of political theory, a strategy for thinking critically about the present, imagining the world under different circumstances, and building an alternative world from a feminist perspective.

WGS 551. Global Perspectives on Gender [Topic]. 4 Credits.
Designed to deepen understanding of diverse global issues and perspectives related to women's and gender studies. Repeatable twice when topic changes for a maximum of 12 credits.

WGS 601. Research: [Topic]. 1-16 Credits.
Repeatable.

WGS 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

WGS 605. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

WGS 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

WGS 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

WGS 609. Practicum: [Topic]. 1-5 Credits.
Repeatable.

WGS 610. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

Robert Donald Clark Honors College

Terry L. Hunt, Dean
541-346-5414
541-346-0125 fax
Chapman Hall
1293 University of Oregon
Eugene, Oregon 97403-1293
honors@uoregon.edu

The Robert Donald Clark Honors College at the University of Oregon is a competitively enrolled, small liberal arts college of approximately 800 students. Its classes—limited to 19 students—and four-year curriculum feature close interaction between students and faculty members. The Clark Honors College emphasizes creativity, interdisciplinary scholarship, and independent research.

The college's curriculum—lower-division courses, upper-division colloquia, and thesis courses—integrate the humanities, social sciences, and sciences and feature the study of cultures and issues from around the globe. Honors college courses are taught by its resident faculty as well as by specially selected affiliated faculty members from other campus schools and programs. The college's curriculum replaces the general-education requirements mandated for all university students.

Each honors college student selects a major from the academic departments or professional schools of the university. Twenty-one percent of honors students have more than one major. Every school and department at the university, from architecture and music to biology and business, enrolls Clark Honors College students pursuing majors in those fields.

The student's undergraduate education culminates in the thesis, a required advanced research project completed in his or her major field, designed to help students achieve future success in graduate school, postgraduation careers, and civic commitments. The thesis embodies the defining characteristics of a Clark Honors College education:

• intellectual discipline
• independent research
• capacity to design and execute a complex project
• ability to focus and pursue a subject in depth
• skills of analysis, synthesis, and clear writing

The thesis is the culmination of work in a major—a natural outgrowth from and expression of the ideas, problems, and approaches taught in that discipline. It creatively applies the methods of the discipline and tests their power and limits. It reflects dialogue, common work, and apprenticeship with faculty members in their specialized fields of interest.

Honors college students pay honors college tuition, established yearly by the University of Oregon Board of Trustees. Complete tuition information is available on the honors college website. The honors college awards need-based tuition-remission scholarships based on the expected family contribution listed on a student's Free Application for Federal Student Aid (FAFSA).
Students and Faculty

Clark Honors College has 25 resident faculty members who hold appointments in the college, and engages 30–40 affiliated faculty members each year from the university’s departments and schools. The honors college faculty has earned local, national, and international recognition for research, publication, and pedagogy, including grants from the National Endowment for the Humanities and the National Science Foundation.

Honors college students participate in a range of campus and community activities: student and university government and committees; the student newspaper, the Oregon Daily Emerald; University Theatre; Ephemera, the Clark Honors College creative arts journal; Clark Honors College Student Association; Oregon Student Public Interest Group (OSPIRG); School of Music and Dance productions; forensics (debate and individual events speaking; mock trial); intramural and varsity athletics; and ROTC. Many honors college alumni continue their education in graduate schools across the country and around the world. They study such diverse fields as law, architecture, medicine, molecular biology, and English language and literature. Other graduates go on to endeavors in such areas as public service, private enterprise, Teach for America, and the Peace Corps.

Facilities

The honors college is located in historic Chapman Hall on the west side of the University of Oregon campus, close to Knight Library. Chapman Hall will undergo a complete interior renovation fall 2016 through fall 2017. During this time, alternative facilities near the center of campus will be made available to honors college students, replicating the same amenities that have traditionally been served by Chapman Hall: classrooms, student lounge, kitchen, the Robert D. Clark Library, and the David E. Boyes Computing Laboratory. Incoming honors college students have residential facilities in the Global Scholars Hall on the east side of campus.

Programs

Inside-Out Prison Exchange Program

Each term, Clark Honors College offers, exclusively for its students, one or two sections of the Inside-Out Prison Exchange Program, bringing together honors students and incarcerated men and women to study as peers in a seminar behind prison walls. The course meets once a week in Salem, Oregon (the state capitol), at a major correctional institution. Each class includes 12 to 15 “outside” (Clark Honors College) students and the same number of “inside” (incarcerated) students.

Oregon Health and Science University Internships

Each year Oregon Health and Science University (OHSU), a leading, nationally ranked medical teaching school, hosts an internship program in its Department of Cell, Developmental, and Cancer Biology. Summer 2017 marks the third year of a partnership between the Clark Honors College and OHSU in which two intern spots are reserved exclusively for CHC students. This partnership provides an invaluable firsthand learning experience for undergraduate students considering a medical career.

Speech, Debate, and Mock Trial

In 2016, the Mock Trial team placed 19th in the country among 48 invited teams at the American Mock Trial Association’s National Championship Tournament. The speech and debate team regularly competes at the highest collegiate levels nationally, and in 2016 placed first in national competition after 17 consecutive undefeated rounds. These programs provide students with the opportunity to translate what they learn in the classroom into a different context and force students to carefully and deeply consider different points of view on often sensitive social and political topics.

3 + 3 Program

The 3 + 3 Program enables highly talented and motivated honors college students interested in a legal career to complete both a bachelor’s degree and a doctor of jurisprudence at the University of Oregon in six years rather than the usual seven. All honors college students who meet the minimum requirements are guaranteed admission to the UO School of Law. Advantages of the program include the following:

- Saving a year’s tuition and living expenses associated with undergraduate education
- Getting an early start on establishing a professional career
- Avoiding the time, effort, and expense of applying to multiple law schools

Entering the Clark Honors College

Clark Honors College seeks high-achieving students who will bring their own unique and diverse contributions to the student body. The admissions committee looks for evidence of academic scholarship, motivation, and creative critical thinking.

Application Procedure

General university application procedures, prerequisites, and requirements apply. Applicants to Clark Honors College may complete the UO’s online application to apply to both the honors college and the University of Oregon at the same time. The Clark Honors College does not accept the Common Application. If the student intends to apply to the University of Oregon via the Common Application, they will need to complete a separate application specifically to the honors college.

Students with an excellent academic record who have attended another higher-education institution, or who are enrolled in the university but not in the honors college, may apply for admission by submitting a Clark Honors College supplemental PDF application by January 15 for fall term admission. Students interested in winter term admission should contact the Clark Honors College Office of Admissions directly. Winter term admission is on a space-available basis. Application is not available.

International students who wish to apply must complete an International Undergraduate Application for Admission and a Clark Honors College supplemental PDF application by January 15 for fall term admission.

A complete Clark Honors College online or supplemental PDF application must include a short note of introduction, an essay, and a description of accomplishments. Required supporting documents include two teacher evaluations, official high school transcripts, official college transcripts (if applicable), and official test scores. Transcripts and test scores will be shared between UO and honors college admissions offices. Do not submit them twice.

The Clark Honors College online application, available August through January 15 for the following academic year, is part of the University of Oregon online application. The Clark Honors College supplemental PDF application and Clark Honors College Teacher Evaluation form are
available from the websites for the honors college and the UO Office of Admissions.

Application Deadlines

Early notification deadline: November 1
Supporting documents due by November 7
Regular notification deadline: January 15
Supporting documents due by February 1

Deadlines to apply are the same for all applicants including domestic and international freshmen and transfer students.

Faculty


Trond Jacobsen, instructor (information science); director, forensics and university forum. BA, 2002, Oregon; PhD, 2014, Michigan, Ann Arbor. (2013)


Kelly Sutherland, assistant professor (marine biology). BS, 1999, Tufts; MSc, 2004, South Alabama; PhD, 2009, Massachusetts Institute of Technology. (2011)


Emeritus

Joseph G. Fracchia, professor emeritus. BA, 1972, California, Davis; MA, 1975, California, Santa Barbara; PhD, 1985, California, Davis. (1986)

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

Academic Requirements

Requirements in the honors college satisfy the general-education requirements that other University of Oregon students meet for graduation. Honors college faculty members advise honors college students concerning these requirements and mentor them concerning their academic choices. Students retain full responsibility for understanding and shaping their study programs.

Depending on test scores, students may use advanced placement or international baccalaureate credits toward honors college mathematics and science requirements, second-language requirements, applicable major requirements, multicultural requirements, or university electives. To earn a BS degree, students must complete one year of college-level mathematics, or the equivalent. Advanced placement and transfer credits may help fulfill either such a math requirement or the language requirement.

University and Major Requirements

Honors college requirements, which replace university general-education requirements, represent roughly one-third of a student’s total four-year schedule. Before graduating, Clark Honors College students must also meet the requirements, listed elsewhere in this catalog, of their major department or professional school. They must maintain a 3.00 or better cumulative grade point average (GPA).
Honors College Degree Requirements

Lower-Division Requirements

Honors College Requirement
HC 199H Special Studies: [Topic] (Clark Honors Introductory Program) 1

Social Science and Arts and Letters Requirements
HC 221H Honors College Literature (Ancient World) 4
HC 222H Honors College Literature (Modern World) 4
HC 223H Honors College Literature (Research) 4
HC 231H Honors College History (Ancient World) 4
HC 232H Honors College History (Modern World) 4

Mathematics and Science Requirements 2
HC 207H Honors College Science 3 or HC 209H Honors College Science
One course in quantitative reasoning or mathematics 4
Two additional approved mathematics or science courses 4

Second-Language Requirements 5
Demonstrate second-language proficiency equivalent to completion of second college year in second language; satisfy all requirements in university department, program, or school that offers a major leading to a BA or BS

Upper-Division Requirements

Multicultural Requirements
Two courses chosen from two different categories, listed below:
- American cultures
- Identity, pluralism, and tolerance
- International cultures

Colloquia Requirements 6
HC 421H Honors College Arts and Letters Colloquium: [Topic] 4
HC 431H Honors College Social Science Colloquium: [Topic] 4
HC 441H Honors College Science Colloquium: [Topic] 4

Select two of the following:
HC 421H Honors College Arts and Letters Colloquium: [Topic]
HC 424H Honors College Identities Colloquium: [Topic]
HC 431H Honors College Social Science Colloquium: [Topic]
HC 434H Honors College International Cultures Colloquium: [Topic]
HC 441H Honors College Science Colloquium: [Topic]
HC 444H Honors College American Cultures Colloquium: [Topic]

Thesis Requirements
HC 408H Workshop: [Topic] (Thesis Orientation) 7 1-12
HC 477H Thesis Prospectus 8 2

Successful completion and defense of a thesis

1 Clark Honors Introductory Program (CHIP) is the course topic, offered only in the fall and required of incoming freshmen; transfer students may also choose to take the CHIP course. More information on the program may be found at honors.uoregon.edu.
2 Web-based courses do not fulfill this requirement.
3 Honors College Science (HC 207H) for laboratory science, Honors College Science (HC 209H) for nonlaboratory science. Exempt majors and minors are listed on the honors college website.
4 Approved courses listed on the honors college website.
5 The second-language requirement is waived if a department, program, or school requires 90 or more credits of course work for a major leading to a BS degree (see Majors, Degrees, and Contexts Waiving Second-Language Requirements list). No case exists in which Clark Honors College language requirements replace departmental language requirements.
6 Recent topics include Madness in Society; The Literature of War; Cosmology; Latin American History; Language, Sustainable Communities, and Global Warming; the Physics and Politics of Global Energy Generation, and John Muir's Backpack.
7 Course taken toward the end of their sophomore year or at the beginning of their junior year for an introduction to the thesis project.
8 Course taken at least two terms before intended graduation to formalize the thesis project.

Majors, Degrees, and Contexts Waiving Second-Language Requirement
- Accounting
- Biology
- Business administration
- Biochemistry
- Chemistry
- Computer and information science
- Earth sciences
- Environmental science
- Environmental studies
- Human physiology
- Marine biology
- Music, only in cases in which the second language is not a requirement for the student’s chosen degree
- Physics
- Product design
- Bachelor of architecture
- Bachelor of interior architecture
- Bachelor of landscape architecture
- Students pursuing a bachelor of fine arts degrees who choose to satisfy the BS mathematics or computer and information sciences proficiency requirement

Writing
The honors college is committed to excellence in writing. The core curriculum integrates instruction and practice in fundamental rhetorical skills—writing, reading, speaking, and listening—with the subject matter of the courses. Students who complete the honors college arts and letters and social science curricula with grades of mid-B or better in all courses satisfy the university writing requirement.
Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

The Robert D. Clark Honors College is not a major. Students who follow the honors college curriculum fulfill all of the University of Oregon general-education requirements. Honors college requirements must be taken for a letter grade, unless pass/no pass is the only option. In addition, only courses passed with grades of C– or better will fulfill honors college requirements.

Bachelor of Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HC 221H or HC 231H</td>
<td>Honors College Literature or Honors College History</td>
<td>4</td>
<td>Either HC 221H (Arts and Letters: Ancient) or HC 231H (Social Science: Ancient) may be taken during fall term of the first year.</td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td>The honors college second-language requirement differs from the university’s language requirement. In the honors college, the second language is waived only if the student’s major requires 90 or more credits of course work leading to a BS. For further details, visit <a href="https://honors.uoregon.edu/second-language-course-requirements">https://honors.uoregon.edu/second-language-course-requirements</a>.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

MATH 105 University Mathematics I Visit https://honors.uoregon.edu/science-math-course-requirements to view the honors college mathematics and science requirements. Students may take courses that fulfill this requirement at any point during their undergraduate studies, but it is best to complete the math and science requirement during the first two years of study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 199H</td>
<td>Special Studies: [Topic] (Clark Honors Introductory Program)</td>
<td>1</td>
<td>Required of all incoming first-year honors college students; optional for incoming fall-term transfer students. Requirement is waived for honors college students admitted for winter term.</td>
</tr>
<tr>
<td>Elective course</td>
<td>Any room left in a student’s schedule after accounting for honors college course work may be devoted to courses in a student’s major or minor</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Credits 18
### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 222H</td>
<td>Honors College Literature or Honors College History</td>
<td>4</td>
</tr>
</tbody>
</table>

Either HC 222H (Arts and Letters: Modern) or HC 232H (Social Science: Modern) may be taken during winter term of the first year. Students should remain in the same sequence—arts and letters or social science—that they began with fall term.

### Second Term of First-Year Second-Language Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective mathematics or science course</td>
<td>4</td>
</tr>
</tbody>
</table>

### Credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>17</th>
</tr>
</thead>
</table>

### Second Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 221H</td>
<td>Honors College Literature or Honors College History</td>
<td>4</td>
</tr>
</tbody>
</table>

Students should take the first course in the sequence—either HC 221H (Arts and Letters: Ancient) or HC 231 (Social Science: Ancient)—that they did not take during their first year of study.

Visit https://honors.uoregon.edu/science-math-course-requirements for a list of science majors and minors that are exempt from the HC 207H/209H science requirement.

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 207H</td>
<td>Honors College Science or Honors College Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Students may take either HC 207H or HC 209H at any point during their four years in the honors college, but it is best to complete this requirement sometime during the first two years of study. Visit https://honors.uoregon.edu/science-math-course-requirements for a list of science majors and minors that are exempt from the HC 207H/209H science requirement.

### Credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>17</th>
</tr>
</thead>
</table>

### Total Credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>HC 222H</strong> or <strong>HC 232H</strong></td>
<td>Students should take the second course in the sequence—either HC 222H (Arts and Letters: Modern) or HC 232H (Social Science: Modern)—in order to finish the sequence that they began during fall term of the second year.</td>
</tr>
<tr>
<td><strong>HC 408H</strong></td>
<td>Workshop: [Topic] (Thesis Orientation) Not required, but students are encouraged to take this workshop at the end of the second year for an introduction to the thesis process.</td>
</tr>
<tr>
<td><strong>Elective course</strong></td>
<td>Any room left in a student’s schedule after accounting for honors college course work may be devoted to courses in a student’s major or minor</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second term of second-year second-language sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elective courses</strong></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HC 223H</strong> or <strong>HC 233H</strong></td>
</tr>
<tr>
<td><strong>HC 421H</strong></td>
</tr>
<tr>
<td><strong>Elective courses</strong></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>
### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 431H</td>
<td>Honors College Social Science Colloquium: [Topic]</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Elective courses**
Any room left in a student’s schedule after accounting for honors college course work may be devoted to courses in a student’s major or minor.

### Spring

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 477H</td>
<td>Thesis Prospectus</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Elective courses**
Any room left in a student’s schedule after accounting for honors college course work may be devoted to courses in a student’s major or minor.

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 421H or HC 431H or HC 434H or HC 444H</td>
<td>Honors College Arts and Letters Colloquium: [Topic] or Honors College Social Science Colloquium: [Topic] or Honors College International Cultures Colloquium: [Topic] or Honors College American Cultures Colloquium: [Topic]</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Elective courses**
Any room left in a student’s schedule after accounting for honors college course work may be devoted to courses in a student’s major or minor.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits**: 46

### Fourth Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 441H</td>
<td>Honors College Science Colloquium: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>
Spring

HC 424H  Honors College Identities Colloquium: [Topic] or Honors College Social Science Colloquium: [Topic] or Honors College International Cultures Colloquium: [Topic]

Thesis defense

Elective courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>40</td>
</tr>
</tbody>
</table>

Courses

HC 199H. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

HC 207H. Honors College Science. 4 Credits.
The scientific process as a mode of inquiry to gain insight into fundamental questions in the natural sciences. Includes discussions, lectures, demonstrations, laboratories, field trips.

HC 209H. Honors College Science. 4 Credits.
How science may be applied and misapplied in answering questions about nature and society. Includes discussions, demonstrations, laboratories, field trips. Primarily for nonscience students.

HC 221H. Honors College Literature. 4 Credits.
Literary history and modes of literary analysis and interpretation: modern literature.

HC 222H. Honors College Literature. 4 Credits.
Literary history and modes of literary analysis and interpretation: modern literature.

HC 223H. Honors College Literature. 4 Credits.
Research in literature.

HC 231H. Honors College History. 4 Credits.
Introduction to methods of historical inquiry and to major historical trends in a global framework; focuses on premodern history.

HC 232H. Honors College History. 4 Credits.
Introduction to methods of historical inquiry and to major historical trends in a global framework; focuses on modern history.

HC 233H. Honors College History. 4 Credits.
Research in history.

HC 399H. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

HC 401H. Research: [Topic]. 1-21 Credits.
Repeatable.

HC 403H. Thesis. 1-21 Credits.
Repeatable.

HC 404H. Internship: [Topic]. 1-16 Credits.
Repeatable.

HC 405H. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

HC 406H. Special Problems: [Topic]. 1-21 Credits.
Repeatable.

HC 407H. Seminar: [Topic]. 1-5 Credits.
Repeatable. The 2-credit thesis seminar supports early work on the honors thesis.

HC 408H. Workshop: [Topic]. 1-12 Credits.
Topics include Thesis Orientation. Repeatable.

HC 409H. Practicum: [Topic]. 1-21 Credits.
Repeatable.

HC 410H. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

HC 421H. Honors College Arts and Letters Colloquium: [Topic]. 4 Credits.
Repeatable. Offered in a range of topics with an emphasis on arts and letters. Repeatable thrice when topic changes for a maximum of 16 credits.

HC 422H. Honors College Identities Colloquium: [Topic]. 4 Credits.
Topics focus on construction of collective identities (classes, genders, religions, sexual orientations), the emergence of representative voices, and the effects of prejudice, intolerance, and discrimination. Repeatable thrice for a maximum of 16 credits when topic changes.

HC 431H. Honors College Social Science Colloquium: [Topic]. 4 Credits.
Offered in a range of topics with an emphasis on social science. Repeatable thrice when topic changes for a maximum of 16 credits.

HC 434H. Honors College International Cultures Colloquium: [Topic]. 4 Credits.
Topics focus on race, ethnicity, pluralism-monoculturalism, or prejudice-tolerance of international cultures, or may describe and analyze a worldview substantially different from current U.S. views. Repeatable thrice for a maximum of 16 credits when topic changes.

HC 444H. Honors College International Cultures Colloquium: [Topic]. 4 Credits.
Topics focus on race, ethnicity, pluralism-monoculturalism, or prejudice-tolerance of international cultures, or may describe and analyze a worldview substantially different from current U.S. views. Repeatable thrice for a maximum of 16 credits when topic changes.

Students may take colloquia in any subject area (Arts and Letters, Social Sciences, or Science) to fulfill the elective colloquium requirement.

Students may defend their thesis during any term, but most defend during spring term of the fourth year.

Any room left in a student’s schedule after accounting for honors college course work may be devoted to courses in a student’s major or minor.

The 2-credit thesis seminar supports early work on the honors thesis.
HC 441H. Honors College Science Colloquium: [Topic]. 4 Credits.
Offered in a range of topics with an emphasis on science. Repeatable thrice when topic changes for a maximum of 16 credits.

HC 444H. Honors College American Cultures Colloquium: [Topic]. 4 Credits.
Topics focus on multiple American racial and ethnic groups—African American, Chicano or Latino, Native American, Asian American, European American—from historical and comparative perspectives. Repeatable thrice for a maximum of 16 credits when subject changes.

HC 477H. Thesis Prospectus. 2 Credits.
Students create prospectus, exchange critiques and ideas, and present research in mock defenses with thesis advisor present.

Charles H. Lundquist College of Business
541-346-3300
350 Lillis Hall

The business college was established in 1914 as the School of Commerce. The name was changed to the School of Business Administration in 1921, then to the College of Business Administration in 1967. It was renamed the Charles H. Lundquist College of Business in 1994. Its academic programs are accredited by the Association to Advance Collegiate Schools of Business International—the undergraduate program since 1923, the graduate since 1962. The accounting programs have been separately accredited since 1989.

The Charles H. Lundquist College of Business offers programs of study leading to bachelor’s degrees in accounting and business administration; a master of business administration; and master’s and doctoral degrees in accounting, finance, management, marketing, and operations and business analytics. These programs provide a broad education in business management augmented by expertise in specific business disciplines. The study of business is supported by a liberal education that provides perspective on the societal effect of economic activity, both domestic and international.

To meet these broad educational objectives, the college requires that undergraduate majors take approximately 50 percent of their academic work outside the college. Within the college, professional courses focus on leadership and communication, analytical skills, knowledge in specific business disciplines, cross-disciplinary integration of business strategies, and the role of business in society. This educational foundation provides students with a skill set facilitating the transition from the university to the business world.

The Lillis Business Complex facilitates the ability of the Lundquist College of Business to deliver a world-class business education to its students. Designed to complement the college’s team-based approach to learning, the complex enhances and enriches the business curriculum.

Research
Faculty members in the Lundquist College of Business carry on active programs of research, and are the recipients of numerous research awards. Their works are published in the leading academic journals of their disciplines, and many serve as editors or on the editorial boards of premier accounting, finance, management, marketing, and operations management journals.

Charles H. Lundquist College of Business Code of Professional Business Conduct: A Statement of Values

The Lundquist College of Business learning community is committed to a set of core values that guide members’ interactions with one another. These values are as important in the Lundquist College community as they are in the business community. They help define members’ actions in the community and what it means to be a business professional.

Integrity
Members of the Lundquist College community act with integrity and honesty, qualities that are essential in providing a basis for trust and go to the core of what is expected from business professionals.

Respect
Members of the Lundquist College community convey respect for the dignity of others. Relationships are based on mutual respect. Differences of opinion are discussed openly and civilly. These discussions focus on issues and are presented in a courteous manner. Community members are sensitive to the impact of words and actions on others.

Openness
Members of the community are encouraged to exchange ideas freely within the bounds of reasonable behavior, recognizing that learning requires an open environment.

Responsibility
Members act publicly and accept responsibility for their actions, understanding that the community keeps them accountable for their dealings. Members deliver on commitments and promises made to others.

Teamwork
The Lundquist College community is stronger when members work as a team, fostering attitudes that encourage community members to give and receive constructive criticism and develop creative solutions to challenges.

Facilities
Business Technology Center
Shandon Bates, Director, Information Services and Instructional Technology
541-346-3311

The center is dedicated to serving the needs of students and faculty and staff members of the Lundquist College. Staff members of the center oversee three networked labs, including a 44-seat group lab with 30 networked computers, two walk-up printing stations, a six-seat counter for using or charging personal technology, and two 31-seat labs that may be reserved for software demonstration sessions and testing. All laboratory systems run an updated Windows operating system, current MS Office software, and all the software necessary to complete business courses. The lab houses two high-capacity black-and-white printers and one color printer, and provides binding and laminating services for a fee. Four electronically enhanced study rooms may be reserved for the use of Lundquist College students at the front desk of the lab or online. Mac and Dell video and power adapters, calculators, and presentation remotes are also available for checkout. Wireless networking is available throughout the Lillis Business Complex, and most Lillis classrooms are equipped...
Development and External Relations
Kurt Zimmerman, Senior Director of Development
541-346-1346

This office acts as a liaison between the college and external constituencies such as alumni, donors, corporate partners, and the greater business community. Responsibilities include fundraising, corporate and foundation relations, stewardship of donors, board relations, and communications. In addition, the office oversees the college’s Portland initiative.

Centers for Excellence
Experiential learning is a cornerstone of a Lundquist College of Business education. The college provides undergraduate and graduate students many opportunities to take learning beyond theory through its many student-run clubs and activities, internships, practicums, and most prominently through the Centers for Excellence.

Business Innovation Institute
541-346-8953

The Business Innovation Institute is home to the four Centers of Excellence within the Lundquist College of Business—the Center for Sustainable Business Practices, the Marilyn C. and Gerry B. Cameron Center for Finance and Securities Analysis, the Lundquist Center for Entrepreneurship, and the James H. Warsaw Sports Marketing Center. The institute’s primary focus is the promotion of innovation, the driving force behind the advancement of advanced business practices in all fields. The four centers share the experiential approach to education, each bringing complementary strengths to the union.

Center for Sustainable Business Practices
Izabel Loinaz, Program Manager
541-346-8846

The center prepares MBA students to integrate environmental, social, and financial stewardship into competitive business strategies. The center offers a collaborative program focused on supply-chain and operations management, organizational change for sustainability, performance measurement and governance, and life-cycle analysis. For both the MBA and undergraduate business programs, the center provides the platform for practical experience on sustainability; it complements the curriculum by giving students real-world experience in industry with consulting projects and internships, seminars, center-sponsored speakers, study tours, and leadership and mentoring opportunities.

Marilyn C. and Gerry B. Cameron Center for Finance and Securities Analysis
Michele Henney, Program Manager
541-346-3281

The Cameron Center for Finance and Securities Analysis, created in partnership with industry professionals, provides students with practical experience in corporate finance, treasury management, and investment management. The center augments the MBA curriculum by integrating finance and accounting. The center allows students to apply their academic course work to financial analysis and decision-making in real time, using state-of-the-art investment tools and analytics in close collaboration with the center’s partners in industry.

Students may discover unique opportunities to leverage their classroom study into direct experience. The opportunities include management of live equity portfolios through the University of Oregon Investment Group and Emerging Markets Equity Portfolio, the annual Engaging Asia tour, internships, seminars, visiting speakers, and mentoring opportunities. With this combination of scholarly research and industry experience, students receive thorough preparation for their careers as financial professionals and business leaders.

Lundquist Center for Entrepreneurship
Nathan Lillegard, Program Manager
541-346-3349

Developing new ideas, solving problems, and taking an innovative approach to business is what entrepreneurship is all about. The Lundquist Center for Entrepreneurship (LCE) helps students develop the tools, skills, and abilities to turn innovative ideas into reality, whether the idea is working for a Fortune 500 company or starting a business. Courses, internships, the Entrepreneurs on Campus program, and student-run clubs offer opportunities to develop entrepreneurial skills, attitude, and knowledge. The center’s New Venture Championship is recognized as one of the top business-plan competitions in the world. By creating opportunities for participants to gain from the experience and wisdom of successful entrepreneurs, the center’s programs help make students more competitive in today’s business world.

James H. Warsaw Sports Marketing Center
Whitney Wagoner, Director
541-346-3706

The mission of the Warsaw Sports Marketing Center is to understand and advance sports marketing and sports business leadership through research, education, and interaction among students, faculty members, alumni and successful sports business professionals. As the first endowed sports marketing program in a business college at a major public university, the Warsaw Center supports curricula that lead to a concentration in sports business for the bachelor’s degree program and to a sports business concentration area in the MBA degree program. Sports business courses cover such topics as sponsorship, law, event marketing, international sports marketing, sports products, and sports finance. The center organizes research, sports-industry internships, guest speakers, and a variety of nonclassroom experiences for students.

Undergraduate Programs
The Lundquist College of Business is widely recognized for its outstanding programs in business education. Students and faculty members from around the world come to study, research, and learn together. The college offers courses in business premajor studies, accounting, business administration, global management, sports business, management, entrepreneurship, marketing, finance, operations and business analytics, and international business communications. Students may earn a bachelor of arts (BA) or bachelor of science (BS)
degree with a major in either accounting or business administration. An honors program is offered for outstanding undergraduates. Student clubs and organizations provide opportunities to develop leadership and business skills outside of the classroom. A minor is offered for students in other majors. International students, regardless of major, may earn a letter certifying mastery in international business communication. A certificate in global management may be added to the business administration or accounting major.

**Services for Undergraduate Students**

Collette Niland, Assistant Dean, Undergraduate Program

Undergraduate Advising Office

203 Peterson Hall
541-346-3303

The Undergraduate Advising office provides many services to students interested in studying business. Information is available about major and minor admission processes, degree requirements, scholarships, educational exchange programs, tutoring services, student organizations, and visiting speakers. Students are advised to drop in often and to read e-mail and Canvas announcements to find the latest news about important events, deadlines, and policy changes.

**Academic Advising**

Professional advisors and peer advisors regularly meet with undergraduates to answer questions, plan academic programs, and track progress toward graduation. Students are urged to meet with a college of business advisor at least once a year to ensure that they are meeting requirements and to stay informed of program changes.

**Braddock Tutoring Center**

155 Lillis Hall

Free tutoring is available for business premajors and minors in the areas of accounting, economics, finance, calculus, and statistics.

**Career Services**

240 Lillis Hall
541-346-3301

Undergraduate students are encouraged to use the Lundquist College’s career services programs as soon as they enroll at the University of Oregon. Career Services provides support to students to explore careers, make wise career decisions, execute effective career searches, and build meaningful relationships with employers through individual advising, skill-building workshops, career development programs, and networking opportunities. Additional resources are offered through the university’s Career Center.

**Job Shadow**

240 Lillis Hall
541-346-3301

The Job Shadow program provides business premajors with practical opportunities to learn about careers in business. Participants are paired with business professionals and spend a day together on the job, gaining valuable career development education prior to the experience. Job Shadow opportunities are available in a wide range of industries and locations.

**Internships**

Internships provide a valuable opportunity to enhance the undergraduate experience. Business students are strongly encouraged to participate in internships as a part of their business education. Career advising, networking opportunities and databases of employment opportunities provide assistance in the process of identifying and securing internship experiences that complement educational and career goals.

**Scholarships**

Each year, the Lundquist College of Business awards scholarships to outstanding students majoring in accounting or business administration. Typically, the college awards approximately 70 scholarships that range from $500 to $7,500. Scholarships are made possible through generous donations by alumni and other friends of the Lundquist College of Business. Although criteria vary by scholarship, the primary emphasis is academic performance and demonstrated potential for success in a business career. Financial need may be considered, but it is typically a secondary consideration when making awards. Scholarship applications are available winter term. Scholarships are awarded in the spring. The accounting department has additional scholarship opportunities for its majors. A list of scholarships is available on the Lundquist College of Business website.

**Student Organizations**

Involvement in student organizations helps develop leadership and organizational skills and offers a professional network to students and members of the faculty and the business community. Students may choose from the following business student organizations: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; Beta Gamma Sigma, honorary society for business administration; American Marketing Association; Business Operations and Technology Association; the Deans’ Undergraduate Student Advisory Council; E-Business Club; Entrepreneur Club; Warsaw Sports Business Club; International Business and Economics Club; Sustainable Business Group; Toastmasters International; UO Financial Management Association; UO Investment Group; UO Net Impact; UO Sales Club; and Women in Business.

**Diversity**

145 Lillis Hall

The Building Business Leaders program matches underrepresented minority students with opportunities on campus and in the business community through programs, events, and seminars. Business premajors in this program receive academic support services such as tutoring, career development programs, and academic advising in addition to a seminar teaching students how to maximize their education.

**Academic Opportunities**

**Honors Program**

Students in the business honors program are offered unique opportunities to enhance their educational experiences and prepare themselves for the growth and challenge of a career in business. A maximum of 35 students take nine of the core business courses as a cohort. Among the many advantages and benefits are smaller classes, select instructors, and opportunities to gain experience. Additional information is available online (https://business.uoregon.edu/ug/honors).

**International Experiences**

The Lundquist College of Business strongly recommends that all students obtain international experience as part of their business education. As
such, the college and the university have partnerships with campuses worldwide to provide extensive opportunities for students to study, intern, and research abroad. Faculty-led study tours are also a popular option for students to obtain an introduction to another culture while making progress toward their degree. Business students may opt to study language, culture, business, or a combination depending on the specific program selected. Many programs offer courses in English and apply directly toward degree requirements. Students are advised to meet with an advisor in the Lundquist College of Business prior to participating in an international program to fully understand how the experience might apply toward degree requirements. Undergraduates who study or intern in an approved program are exempt from some, or all, of the global context requirement. Business students are encouraged to contact the Office of International Affairs to learn more about these options. Students interested in international business are particularly encouraged to take advantage of one of these programs while also completing the certificate in global management.

Graduate Programs

Graduate School of Management

The Graduate School of Management offers degree programs at the master’s and doctoral levels and coordinates the graduate work of the five academic departments in the Lundquist College of Business. Graduate instruction in every field of business is supported by courses in related fields offered elsewhere in the university.

The Graduate School of Management is accredited by AACSB International.

Activities of the Center for Sustainable Business Practices, James H. Warsaw Sports Marketing Center, Lundquist Center for Entrepreneurship, and the Marilyn C. and Gerry B. Cameron Center for Finance and Securities Analysis may be of interest to graduate students. The centers are described in the introductory section to the Charles H. Lundquist College of Business.

Master’s Degree Programs

The Graduate School of Management offers course work leading to the master of accounting (MActg), the master of science in finance (MS), and the master of business administration (MBA). In the Lundquist College of Business, with the exception of the master of science in finance, master of arts (MA) and master of science (MS) degrees are available to PhD candidates. Students must complete the requirements specified in the description of their degree program.

Doctoral Programs

Andrew Verner, Director
398C Anstett Hall
541-346-3251

The Lundquist College of Business offers a program of advanced graduate study and research leading to the degree of doctor of philosophy (PhD) for students preparing for careers in university teaching and research. The program is administered by the director of doctoral programs for the Lundquist College of Business, assisted by the PhD programs committee.

Program of Study

The PhD typically requires four or five years of intensive study. The program focuses on developing productive scholars, and it emphasizes both research and teaching skills. Doctoral students must demonstrate competence in scholarly research, and they must assume primary teaching responsibility for undergraduate business courses sometime during their program. 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 about their areas of interest.

Concurrent Degree Programs

JD/MBA

In cooperation with the University of Oregon School of Law, a concurrent JD/MBA program makes it possible to earn both the doctor of jurisprudence and master of business administration degrees in four years instead of the five that would be required if each degree was completed separately. Students spend their first year in the School of Law and their second year in the Lundquist College of Business, or vice versa. The third and fourth years are spent taking advanced courses in both law and business.

It is a highly selective program; students must meet the admission requirements of both the School of Law and the Lundquist College of Business. Admission is allowed only for the fall term. Prospective students should consult the admissions staff of both the School of Law and the MBA program. Students interested in sustainability may obtain a JD/MBA with a sustainability specialization in both areas.

MBA/MActg

Students who wish to pursue both an MBA and master of accounting degree may do so concurrently if they meet the admissions requirements for both. Concurrent MBA/MActg students may save as much as two terms compared with the time required for both degrees independently.

MBA/MA or MS in Conflict and Dispute Resolution

Business students may augment their management skills by developing expertise in the management of conflict. The master of arts or master of science in conflict and dispute resolution is structured to prepare a new generation of practitioners, educators, and scholars. Grounded in dispute resolution theory, the program combines broad interdisciplinary training and opportunities for individualized study and skills development. Concurrent MBA/MA or MS students have the option of obtaining both degrees in three years rather than the four years required if earned separately. Students are required to meet the admission requirements of both the schools. Admission is allowed only for the fall term. Prospective students should consult the admissions staffs of the MBA program and the program in conflict and dispute resolution, housed in the School of Law.

MBA/MPA

Business students interested in bridging commercial enterprise and public administration may consider concurrent MBA and MPA degrees. The master of public administration (MPA) is a rigorous combination of academic theory, analytic skills, and real-world experiences, enabling students to become effective and creative leaders in public service. Concurrent MBA/MPA students have the option of obtaining both degrees in three years rather than the four years required if earned separately. Students must meet the admission requirements of both programs. Admission is allowed only for the fall term. Prospective students should consult the admissions staffs of the MBA program and the School of Planning, Public Policy and Management.
MBA/MCRP

Business students also interested in management and leadership roles related to city planning and land development should consider concurrent MBA and MCRP degrees. The master of community and regional planning (MCRP) prepares policy-oriented planners for leadership positions in the public, nonprofit, and private sectors. The program differs from public policy programs primarily in its focus on spatial issues including but not limited to building form and land use. Students are required to meet the admission requirements of both programs. Admission is allowed only for the fall term. Prospective students should consult the admissions staffs of the MBA program and the School of Planning, Public Policy and Management.

MBA/MA or MS in Arts Management

Students interested in both business and the arts should consider furthering their careers with a master of business administration degree and a concurrent master of arts or master of science degree in arts management. The University of Oregon Arts and Administration Program—the only one of its kind in the Pacific Northwest—combines knowledge in the visual and performing arts with social, cultural, managerial, and educational concerns that pertain to administering both nonprofit and for-profit arts organizations and programs. The MA or MS degree in arts management is based on the underlying belief that professional arts managers must be familiar with the social, cultural, and ethical contexts of the arts in general—and the business context if combined with an MBA. Students are required to meet the admission requirements of both programs. Admission is allowed only for the fall term. Prospective students should consult the admissions staffs of the MBA program and the Arts and Administration Program.

MBA/MS in Finance

Business students may augment their management skills by developing expertise in finance. The curriculum for the master of science in finance is designed to provide students with insights from the most advanced theoretical and empirical research in finance while attending quarterly professional development seminars taught by a master career consultant. Through the Cameron Center for Finance and Securities Analysis, students have the opportunity to practice securities analysis and portfolio management in a live environment with access to the Pacific Northwest's financial, banking, and investment industry through the center's tailored series and study tours. The concurrent MBA/MSF program may be completed in two years.

Administration of the Master's Degree Programs

The Charles H. Lundquist College of Business seeks diversity in its student population and evaluates applicants on their strengths. The college is interested in applicants' general intellectual ability, initiative and resourcefulness, creativity, seriousness of purpose, maturity, and capacity for growth. Oral and written communication skills are important. Students should have demonstrated a capacity for quantitative thinking and be able to take an orderly, analytical approach to solving problems and to generating alternative solutions. The ability to derive ideas from various sources and see important relationships is essential. Students should be self-motivated, with persistence and drive, and have some understanding of the broad social, political, and economic implications of decisions and actions. For MBA students, work experience is highly desirable.

The college's master's degree students describe the programs as rigorous, supportive, interactive, close-knit, warm, and dedicated to a sense of community. Once admitted to a program, students are evaluated as they would be in the workplace: they are given continual feedback on areas in which they are excelling and areas that need improvement.

Admission Criteria

Master's Admission

The admission process is based on

1. Undergraduate academic performance: minimum overall grade point average (GPA) of 3.00; for the MActg, minimum accounting GPA of 3.00
2. Graduate Management Admission Test (GMAT) score: 550 or above for the MActg, 600 or above for the MBA and MS in finance
3. One (MS in finance) to two (MBA and MActg) written recommendations from people who have worked closely with the applicant and can comment on his or her ability, accomplishments, and potential
4. Completion of essay questions included in the application
5. Work experience or demonstrated leadership ability
6. Potential to benefit from and add value to the college’s learning community
7. Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants
8. Personal interview

The applicant should also provide any other pertinent information for consideration. Applicants are judged on their academic abilities and promise; their potential for leadership; and their commitment, readiness, and motivation to complete the program.

Recent successful MActg applicants have had average undergraduate GPAs of 3.40, average GMAT scores above 600, and minimum scores of 96 on the Internet-based TOEFL.

Recent successful MBA applicants have had average undergraduate GPAs of 3.40, average GMAT scores of 630, minimum scores of 96 on the Internet-based TOEFL, and average work experience of four years.

Recent successful applicants for the MS in finance have had average undergraduate GPAs of 3.46, average GMAT scores of 618, and minimum scores of 96 on the Internet-based TOEFL.

Prerequisites

In addition to proficiency in mathematics, MBA and MActg applicants must complete an online tutorial in accounting, economics, finance, and statistics in the summer before matriculation.

Admission Deadlines

A rolling admission system is used. For the MBA, the early-decision deadline is November 15; the deadline for international applicants is February 15; the deadline for domestic applicants is March 15. Admission for applicants whose applications are received after March 15 is granted only if space is available in the incoming class of students. For MS in finance program deadlines, please visit the website (https://business.uoregon.edu/ms-finance/apply).

Doctoral Admissions

For admission to the doctoral program, the student must

1. Satisfy the admission requirements of the Lundquist College of Business and of the Graduate School
2. Be recommended by the department with primary responsibility for the area in which the candidate expects to earn a major
3. Provide evidence of scholarly promise

Recently admitted students averaged 700 on the Graduate Management Admissions Test (GMAT) or 320 on the Graduate Record Examination (GRE). Five to 8 percent of applicants are admitted into the PhD program; 35 percent of them are women, 55 percent are international students. International students whose native language is not English should have a good TOEFL score. The minimum score on the Internet-based TOEFL is 96; paper-based, 600. The TOEFL is preferred, but the International English Language Testing System (IELTS) is also accepted with a minimum score of 7.5.

PhD students receive financial support in the form of an appointment as a graduate teaching fellow. For 2015–16, typical appointments were 0.49 FTE and carried a stipend of approximately $19,00 plus waiver of tuition, and summer support of approximately $5,000 for newly admitted students. Graduate teaching fellows may assist faculty members in research and teaching and assume responsibility for teaching undergraduate business courses.

The deadline for application to the PhD program for fall term is the preceding January 5.

Inquiries concerning the program should be addressed to the Lundquist College of Business director of doctoral programs.

Program Planning
Students should plan their course of study with the director of the program and the PhD coordinator of their major department.

Academic Performance
In addition to fulfilling Graduate School requirements, a student enrolled in an advanced degree program is required to maintain a GPA of 3.00 for graduate courses that are counted toward the business degree.

Students whose GPAs fall below 3.00 in a graduate college of business degree program are automatically placed on probation. Their continued enrollment is subject to review by the director of the program.

Students may formally appeal disqualification or other decisions relevant to their academic performance or program. A description of the probation policy and appeal procedures is available from the director of the program.

Services for Graduate Students
Career Services
240 Lillis Hall
541-346-3301

Career Services provides the resources and services MBA students need to design and implement individual career plans. Seminars and career counseling focus on résumé writing, networking, interviewing skills, negotiations, job search strategies, and internships. Companies visit campus to share information and to recruit interns and full-time employees. Company information sessions and networking receptions facilitate relationship building and job-search success.

Oregon MBA Mentor Network
240 Lillis Hall
541-346-3301

Career Services, through the Oregon MBA Mentor Network, matches MBA students with a professional mentor to further their leadership skills, experience, and exposure to business in action. Through online interaction, site visits, and campus events, the dynamic experience of mentoring enhances a student's professional development through the Lundquist College's expanded network.

General University Regulations
See the Graduate School section of this catalog for general university regulations and information regarding registration, academic performance, and other matters applicable to university graduate students.

Courses
BA 101. Introduction to Business. 4 Credits.
Historical, social, political, economic, and legal environments within which business operates. Interrelationships of the functional areas of management, finance, marketing, accounting, and international studies.

BA 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

BA 215. Accounting: Language of Business Decisions. 4 Credits.
How the accounting model reflects business transactions or events. Interpretation and analysis of financial statements. Understanding cost and revenue information, organization, and decisions.
Prereq: BA 101.

BA 240. Managing Business Information. 4 Credits.
Data-oriented approaches for structuring and analyzing information, with applications in the traditional functional areas of business, emphasizing modern techniques for developing fact-based decision models. Sophomore standing required.

BA 315. Economy, Industry, and Competitive Analysis. 4 Credits.
Prereq: BA 101.

BA 316. Management: Creating Value through People. 4 Credits.
Management systems for planning, controlling, organizing, and leading; how they influence human behavior in organizations. Selecting, training, retaining, and motivating the human resource in organization.
Prereq: BA 101.

BA 317. Marketing: Creating Value for Customers. 4 Credits.
Market analysis, target customer identification, and development of marketing-mix strategies to deliver superior customer value and contribute to the performance of the organization.
Prereq: BA 101.

BA 318. Finance: Creating Value through Capital. 4 Credits.
Financial statement analysis, pro forma statements and capital budgeting, time value of money, net present-value analysis, risk and cost of capital.
Prereq: BA 101; BA 215 or ACTG 211.

BA 352. Leadership and Communication. 4 Credits.
Personal leadership and communication skills. Focuses on self-awareness for leading, persuading, and working with others; effective business writing and speaking; and team development. Students may not receive credit both BA 352 and BA 352H.
Prereq: accounting and business administration majors only.
BA 352H. Leadership and Communication. 4 Credits.
Develops essential business leadership behaviors, including self-awareness, critical thinking, supportive communication, creative problem solving, building power, and influence. Students may not receive credit both BA 352 and BA 352H.
Prereq: open only to students in the LCB honors program.

BA 361. Cross-Cultural Business Communication. 4 Credits.
Theoretical and practical approach to value dimensions across cultures and their impact on communication in business and professional contexts. Develops intercultural business communication skills.
Prereq: WR 121 recommended.

BA 362. Effective Business Writing. 4 Credits.
Theory and practice of writing effectively for U.S. and international business audiences; use of rhetorical, cultural, and organizational analysis to create persuasive business documents. Designed for nonnative speakers of English.
Prereq: WR 121 recommended.

BA 363. Effective Business Presentations. 4 Credits.
Contrastive rhetoric approach to business presentations in U.S. and international settings. Students research and learn to present effectively for different purposes and global audiences. Designed for nonnative speakers of English.
Prereq: WR 121 recommended.

BA 364. International Business Research. 4 Credits.
International, cross-cultural perspective to communicating information. Presents language, concepts, and strategies needed to conduct international business research and guidelines for communicating research findings.

BA 365. Cross-Cultural Negotiation. 4 Credits.
Theory and practice of negotiating effectively across cultures. Research and analysis of culturally specific models for negotiating and experience using those models in cross-cultural simulations.
Prereq: WR 121 recommended.

BA 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

BA 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

BA 404. Internship: [Topic]. 1 Credit.

BA 406. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

BA 407. Seminar: [Topic]. 1-6 Credits.
Repeatable.

BA 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

BA 430. Leadership in Action. 4 Credits.
Integrates technical, critical-thinking, communication, leadership, and teamwork skills. Students complete substantive consulting projects with local nonprofit and government organizations.
Prereq: BA 352.

BA 453. Business Strategy and Planning. 4 Credits.
Capstone course focusing on strategy formulation and decisional processes. Includes writing a business plan that applies knowledge and develops course of action to accomplish organizational objectives.
Students cannot receive credit for both BA 453 and BA 453H.
Prereq: completion of 300-level business core courses, senior standing.

BA 453H. Business Strategy and Planning. 4 Credits.
Provides conceptual tools for in-depth strategic analysis and interactive discussions from sources relevant to the challenge of developing and implementing strategy. Students cannot receive credit for both BA 453 and BA 453H.
Prereq: completion of 300-level business core courses, senior standing.
Open only to students in the LCB honors program;

BA 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

BA 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

BA 607. Seminar: [Topic]. 1-16 Credits.
Repeatable.

BA 608. Special Topics: [Topic]. 1-12 Credits.
Repeatable.

BA 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

BA 661. Oregon Advanced Strategy. 3 Credits.
Examines advanced strategic analysis in corporate setting and integrates multidisciplinary values such as sustainability, product-service excellence, cultural values, financial strength, advanced marketing, entrepreneurial thinking, customer relationship management, big data analytics. This course is taught through the C-level practitioner’s perspective.
Prereq: MGMT 614.

BA 705. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

BA 707. Seminar: [Topic]. 1-6 Credits.
Repeatable.

BA 708. Workshop: [Topic]. 1-6 Credits.
Repeatable.

BA 710. Experimental Course: [Topic]. 1-9 Credits.
Repeatable.

BA 711. Legal Environment of Business. 3 Credits.
Analysis of government policy and the legal environment in which business operates; the effects of law, government policy, and social forces on the formulation of business strategy and decision-making.

BA 712. Financial Accounting and Reporting. 4 Credits.
Preparation, interpretation, and use of external financial statements and reports. Covers basic accounting principles, recording and reporting techniques underlying valuation and income determination.

BA 713. Applied Statistics for Managers. 3 Credits.
Exposure to descriptive statistics, decision analysis, regression analysis, and forecasting. Emphasis on when and how to use statistics. Integrates statistical tools used to analyze business data with microcomputers.

BA 714. Managerial Accounting. 3 Credits.
Introduction to cost accounting terminology; costing strategies, nontraditional costing systems, activity-based costing and product-service costing applications.

BA 715. Managerial Economics. 3 Credits.
Covers micro- and macroeconomic analyses and the concepts of cost, demand, profit, and competition. Examines monetary and fiscal policy, the Federal Reserve System, and money and capital markets.

BA 716. Managing Organizations. 2 Credits.
Organizations as complex social systems; leadership; managing individuals, groups, and teams; formal and informal processes and systems.
BA 717. Marketing Management. 4 Credits.
Examines marketing analysis and planning necessary to develop marketing plans and strategies for a product-line. Includes basic marketing concepts and philosophies and brief exposure to macromarketing strategies.

BA 718. Financial Analysis. 4 Credits.
Covers objectives, tools, methods, and problems of financial management. Includes fund acquisitions, dividend policy, capital acquisitions, taxes, mergers, and investment banking.

BA 719. Marketing Strategy. 2 Credits.
Marketing strategies for product-service introduction, growth, maturity, and decline; managing product-service innovation and development; brand equity, relationship marketing.

BA 720. Corporate Financial Strategy. 4 Credits.
Advanced topics in firm evaluation (e.g., acquisitions, restructuring) and financial risk management (e.g., hedging, derivatives, foreign projects) as related to global and domestic corporate strategies.

BA 722. Leadership and Motivation. 2 Credits.
Focuses on elements of motivation and leadership that affect management decision-making and problem-solving.

BA 723. Formulating Corporate Strategy. 3 Credits.
Focuses on how corporations choose to compete. Covers the analytical techniques and planning models appropriate for making this fundamental decision.

BA 725. Implementing Corporate Strategy. 2 Credits.
Uses problems and cases to examine the implementation of corporate strategy, the strategy process and cycle, and implementation methods.

BA 726. Global Business. 3 Credits.
Examines global competition and strategy, regional economic integration, cross-cultural challenges, foreign market entry, international joint ventures and strategic alliances, international dimensions in functional areas of business.

BA 727. Operations Management. 2 Credits.
Examines methods and processes for providing a competitive advantage through continuous quality and process improvements, supplier management, and efficient production of goods and services.

BA 729. Negotiation. 3 Credits.
Explores the major theories and concepts of negotiation. Opportunities to practice deal-making and conflict resolution. Encourages improvement in communication and persuasion.

BA 730. Business Ethics. 1 Credit.
Studies the derivation of values and the application of those values to individual choices. Emphasizes the conflict manager's experience when choosing between two alternatives.

BA 734. Supply-Chain Strategy. 2 Credits.
Examines strategic and tactical issues pertaining to the distribution and delivery of products and services.

BA 735. Opportunity Recognition. 3 Credits.
Provides students with techniques and models to identify and develop new opportunities and manage innovation processes.

BA 736. Alliances and Acquisitions. 3 Credits.
Using alliances and acquisitions as a strategic tool; emphasis on value creation. Includes deal valuation, deal-making, due diligence, integration, and ecosystem development. Builds on negotiation, strategy, and finance courses.

BA 740. Capstone Business Project. 1-9 Credits.
Repeatable. Focuses on integration of functional areas of business. Includes writing a plan that applies knowledge and develops a course of action to accomplish organizational objectives. Repeatable thrice for a maximum of 9 credits.
Prereq: offered only to students in the second year of the Oregon Executive M.B.A. program.

Courses

BE 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

BE 325. Global, Legal, Social Environment of Business. 4 Credits.
Legal and ethical regulations of business organizations--including their human resource, finance, production, marketing, and environmental functions--in the United States and internationally.

BE 401. Research: [Topic]. 1-21 Credits.
Repeatable.

BE 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

BE 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.

BE 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

BE 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.

BE 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. A recent topic is Law for Managers.

BE 503. Thesis. 1-16 Credits.
Repeatable.

BE 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. A recent topic is Global Business Environments.

BE 525. Business Law and Ethics. 3 Credits.
Examines the legal and ethical facets of real-life business cases and develops the core knowledge and critical thinking skills around law and ethics for today's successful business leaders.

Accounting

Angela K. Davis, Department Head
Undergraduate Advising Office
203 Peterson Hall

Accounting students are highly recruited by a variety of organizations—taking positions in public accounting firms, industry, and government. Accountants deal with issues ranging from the design of information systems to the formulation of acquisition strategies. Given the growing internationalization of business, career paths can even lead to exciting opportunities abroad. Accounting graduates of the University of Oregon include Phil Knight, Nike co-founder and chairman, and Charles H. Lundquist, the namesake of the UO business college.

The challenging curriculum emphasizes the development of skills in problem-solving, analytical reasoning, and written and oral communication. Students participate in various real-world projects and obtain considerable computer experience. The relatively small size of the program allows meaningful student-faculty interaction. The School of Accounting is one of only 120 accounting programs accredited by AACSB International.

Faculty


Emeriti

Helen Geronon, professor emerita. BBA, 1968, Georgia; MBA, 1972, Florida Atlantic; PhD, 1978, Pennsylvania State; CPA, Florida. (1978)

Raymond D. King, professor emeritus. BS, 1971, Montana State; MBA, 1974, Montana; PhD, 1980, Oregon; CPA, Montana. (1982)


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

- Bachelor of Arts
- Bachelor of Science

Undergraduate Programs

Academic Requirements

To earn an undergraduate degree in the Lundquist College of Business, 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 requirements.

The college is firmly committed to an undergraduate degree program in business based on a solid foundation in the arts and sciences. Students may not earn two majors in the Lundquist College of Business; in other words, a student who has an undergraduate degree in business administration cannot earn another undergraduate degree from the college. See the Bachelor's Degree Requirements section of this catalog for specific requirements for bachelor's degrees and for general-education and university requirements.

Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors.

For a more detailed explanation of requirements for majors, students should pick up the undergraduate degree programs handout in the Advising Office.

Business Premajor Admission

New students planning to earn a bachelor's degree in the Lundquist College of Business enter the university as business premajors. Transfer students and university students from other majors may become business premajors by submitting a Request for Addition or Deletion Major form, available in the Advising Office. Students who seek premajor status in business should meet with an advisor in the college if their GPA is below 3.00. Business premajors typically are not eligible to take most 300- and 400-level business courses. Business premajor status does not guarantee admission to the accounting or business administration major.

Business premajors typically spend the first two years fulfilling general education and premajor requirements.
Premajor Requirements

Junior Standing
Course work of 90 or more credits must be complete.

Cumulative GPA Requirement
Guaranteed admission requires a 3.00 cumulative grade point average in all college course work, including transfer work. The college includes all course work when calculating the cumulative GPA for admission to the major.

Holistic Review
Students who have taken all required business premajor course work but fall slightly below the minimum GPA requirements may be considered for admission under a holistic review process. For more details, interested students may visit an academic advisor in 203 Peterson Hall.

English Competence
International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 (paper-based test), 233 (computer-based test), 89 (Internet-based test), an International English Language Testing System (IELTS) score of 7.0, or have completed the Academic English for International Students (AEIS) program.

Business Premajor Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 213</td>
<td>Introduction to Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>BA 240</td>
<td>Managing Business Information</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121 &amp; WR 122</td>
<td>College Composition I and College Composition II</td>
<td>8</td>
</tr>
<tr>
<td>WR 121 &amp; WR 123</td>
<td>College Composition I and College Composition III</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Credits 44

1 A 3.00 GPA and a minimum grade of C– in core courses are required for guaranteed admission to the major. Premajor requirements must be taken for letter grades. The university limits retaking of courses in which a P or mid-C or better is earned; a petition will be required. When repeating a core course, only the second grade is used in calculating the core GPA. Core courses may be repeated only once (including marks of W, N, F, D, C–).

2 Must be taken for letter grades and passed with grades of C– or better.

Once admitted to the University of Oregon, premajor core business courses must be taken at the University of Oregon.

Application to the Major

Students must submit a formal application for admission to the major. Students apply for major status one term before they plan to take upper-division business courses.

Applications are due the first week of the term for admission the following term. To be eligible for admission as a major, a student must apply before the term deadline. Applications are not accepted during summer session. Application forms are available on the college website. Students who are completing their final term of business premajor requirements may submit applications.

Upper-Division Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 40

Upper-division core courses typically are completed during junior year.

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 350–352</td>
<td>Intermediate Accounting I-III</td>
<td>12</td>
</tr>
<tr>
<td>ACTG 360</td>
<td>Cost Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 440</td>
<td>Auditing and Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 450</td>
<td>Advanced Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 470</td>
<td>Introduction to Federal Taxation</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 28

Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 350–352</td>
<td>Intermediate Accounting I-III</td>
<td>12</td>
</tr>
<tr>
<td>ACTG 360</td>
<td>Cost Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 440</td>
<td>Auditing and Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 450</td>
<td>Advanced Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 470</td>
<td>Introduction to Federal Taxation</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 28

The 400-level courses are typically taken in the senior year.

Upper-division accounting credits applied toward the major must be taken at the Lundquist College. Exceptions require explicit approval from the accounting department head.
Students who plan to sit for the Certified Public Accountant Examination in Oregon are encouraged to consider completing the master of accounting program. More information can be found online under programs at the college’s website.

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

**Bachelor of Arts in Accounting**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
<td>Aim for a B or better</td>
</tr>
<tr>
<td>BA 199</td>
<td>Special Studies: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TLC 199</td>
<td>Special Studies: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td>Beginning math course may change based on placement or transfer work</td>
</tr>
<tr>
<td></td>
<td>Academic Residential Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or FIG seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td>Meet an advisor regarding progress toward admission. Take a leadership role in club or activity. Learn to use Duck Connect.</td>
</tr>
<tr>
<td>WR 121</td>
<td>or WR 123 College Composition II or College Composition III</td>
<td>4</td>
<td>Access resources for additional academic success (University Teaching and Learning Center, tutoring). Consider applying for the job shadow program. Plan to attend the spring career fair to network and learn.</td>
</tr>
<tr>
<td></td>
<td>First term of first-year second-language sequence</td>
<td>5</td>
<td>Six terms of a language can fulfill both nonbusiness breadth and global context requirements for the major</td>
</tr>
<tr>
<td></td>
<td>Study skills course work</td>
<td></td>
<td>Attend study-abroad and club fairs in first term; review the holistic requirements for admission to the major and establish a plan for developing these traits</td>
</tr>
</tbody>
</table>

|Credits| 15|

<table>
<thead>
<tr>
<th><strong>Winter</strong></th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Second Year</strong></th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

|Credits| 17|

<p>|Total Credits| 49|</p>
<table>
<thead>
<tr>
<th>Third Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>ACTG 350 Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>BA 352 Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330 Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
</tr>
<tr>
<td>ACTG 351 Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316 Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311 Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>ACTG 352 Intermediate Accounting III</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321 Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>FIN 311 Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Credits:** 16-17

---

**First term of second-year second-language sequence**

- Take a leadership role in club or activity.
- General education social science course that also satisfies a multicultural requirement

**Credits:** 4-5

**Winter**

- ACTG 213 Introduction to Accounting II
  - Aim for a B or better. Meet Lundquist peer educator about informational interviews. Complete a practice interview on interview stream (Duck Connect). Prepare major application materials.
  - General-education course in arts and letters
  - Second term of second-year second-language sequence
  - General-education course in science

**Credits:** 16-17

**Spring**

- BA 240 Managing Business Information
  - Apply for major within the first week of the term you are completing business premajor requirements. Language courses through 203 will be applied toward a bachelor of arts. Consider summer leadership program in accounting. A 3.00 cumulative and core GPA is required for automatic admission.

**Credits:** 16-17

---

**Third term of second-year second-language sequence**

- General-education arts and letters course that also satisfies a multicultural requirement

**Credits:** 4-5

---

**Third Year**

**Fall**

- ACTG 350 Intermediate Accounting I
- BA 352 Leadership and Communication
- OBA 330 Business Statistics

**Credits:** 12

**Winter**

- ACTG 351 Intermediate Accounting II
- FIN 316 Financial Management
- MKTG 311 Marketing Management

**Credits:** 16

**Spring**

- ACTG 352 Intermediate Accounting III
- MGMT 321 Managing Organizations
- FIN 311 Economic Foundations of Competitive Analysis

**Credits:** 16
Fourth Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 450</td>
<td>Advanced Financial Accounting</td>
<td>4</td>
<td>Attend “Meet the Firms” event</td>
</tr>
<tr>
<td>ACTG 470</td>
<td>Introduction to Federal Taxation</td>
<td>4</td>
<td>Utilize networking events and resources</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 360</td>
<td>Cost Accounting</td>
<td>4</td>
<td>Apply for degree completion through DuckWeb</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
<td>CPA licensure requires 225 total credits and an additional 8 credits of upper-division accounting coursework</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 440</td>
<td>Auditing and Information Systems</td>
<td>4</td>
<td>Register for commencement ceremony</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
<td>Required senior standing and completion of all 300-level business core classes</td>
</tr>
</tbody>
</table>

Elective course | 4

Total Credits 132-135

Bachelor of Science in Accounting

Course   Title                                Credits Milestones
First Year Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
<td>Aim for a B or better; review the holistic requirements for admission to the major and establish a plan for developing these traits</td>
</tr>
</tbody>
</table>

MATH 111  College Algebra (Beginning math course may change based on placement or transfer work) | 4 |

General-education course in arts and letters | 4 |

General-education course in social science | 4 |

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td>Aim for a B or better; get involved in a club or activity</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
<td>Meet with an academic advisor to make a long-term plan</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>Use Career Services to write an evidence-based cover letter and résumé</td>
</tr>
</tbody>
</table>

General-education arts and letters course that also satisfies a multicultural requirement | 4 |

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
<td>Aim for a B or better; access resources for additional academic success (University Teaching and Learning Center, tutoring)</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science II Consider applying for the job shadow program</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td>Plan to attend the spring career fair to network and learn</td>
</tr>
</tbody>
</table>

General-education course in arts and letters | 4 |

Total Credits 16
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
<td>Aim for a B or better; meet with an advisor regarding progress toward admission</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
<td>Take a leadership role in club or activity; learn to use Duck Connect</td>
</tr>
<tr>
<td></td>
<td>Group-satisfying arts and letters course (for global context)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nonbusiness elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 213</td>
<td>Introduction to Accounting II</td>
<td>4</td>
<td>Aim for a B or better; meet Lundquist peer educator about informational interviews</td>
</tr>
<tr>
<td></td>
<td>Nonbusiness elective course</td>
<td>4</td>
<td>Complete a practice interview on interview stream (Duck Connect)</td>
</tr>
<tr>
<td></td>
<td>Group-satisfying science courses</td>
<td>8</td>
<td>Prepare major application materials</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 240</td>
<td>Managing Business Information</td>
<td>4</td>
<td>Apply for business major within the first week of the term the term you are completing prebusiness requirements.</td>
</tr>
<tr>
<td></td>
<td>Global context course</td>
<td>4</td>
<td>Submit a nonbusiness breadth-global context proposal for approval</td>
</tr>
<tr>
<td></td>
<td>General-education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td>A 3.00 cumulative and core GPA is required for automatic admission</td>
</tr>
<tr>
<td>Nonbusiness elective course</td>
<td>Consider summer leadership program in accounting.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
<td>If studying abroad, select program and finalize term to attend</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
<td>Use resources to look into summer internship possibilities</td>
</tr>
<tr>
<td>ACTG 350</td>
<td>Intermediate Accounting I</td>
<td>4</td>
<td>Aim for a B– or better</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 351</td>
<td>Intermediate Accounting II</td>
<td>4</td>
<td>Aim for a B– or better; attend career fairs throughout the year</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
<td>Aim to keep a cumulative GPA above 3.00 for internships and jobs</td>
</tr>
<tr>
<td></td>
<td>Nonbusiness elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 352</td>
<td>Intermediate Accounting III</td>
<td>4</td>
<td>Utilize networking events and resources</td>
</tr>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
<td>Consider applying for a master of accounting program if CPA is the goal</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
<td>Study for GMAT and take over summer if applying for the master of accounting program</td>
</tr>
<tr>
<td></td>
<td>Nonbusiness elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>
Accounting

Course

Title

Credits

Milestones

Fall

ACTG 450
Advanced Financial Accounting

4

Attend “Meet the Firms” event

ACTG 470
Introduction to Federal Taxation

4

OBA 335
Operations Management

4

Group-satisfying science course

4

Winter

ACTG 360
Cost Accounting

4

Apply for degree completion through DuckWeb

BE 325
Global, Legal, Social Environment of Business

CPA licensure requires 225 total credits and an additional 8 credits of upper-division accounting course work

4

Spring

ACTG 440
Auditing and Information Systems

4

Register for commencement ceremony

BA 453
Business Strategy and Planning

4

Total Credits

40

Credits

16

12

4

12

4

4

- Master of Accounting
- Doctor of Philosophy

Graduate Programs

Master of Accounting

Robin P. Clement, Director
308A Peterson Hall
541-346-3295

The master of accounting (MActg) is designed for students whose undergraduate major is accounting or the equivalent. The program is constructed so that it can be completed in three terms (one academic year) of full-time study. The curriculum is designed to sharpen written and oral communication, leadership, critical thinking, and analytical skills that are needed to excel in the accounting profession.

Program Requirements

The program requires an undergraduate degree in accounting or the equivalent.

MActg Course Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accounting courses</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Five electives outside accounting (^1)</td>
<td>15</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

\(^1\) The plan of study for the electives outside of accounting is determined by the student and the program director.

Visit the college’s master of accounting website (https://business.uoregon.edu/MACC) for more information.

Doctoral Program

Faculty expertise focuses on federal income taxation, disclosure of financial information, and use of accounting information in corporate governance.

The student’s program must satisfy the requirements of the Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program requires four to five years of work while in residence on the Eugene campus.

PhD Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nine doctoral courses (^1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Five or more graduate-level statistics courses (^2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three graduate-level economics, mathematics, or behavioral science courses (^3)</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) The department specifies the courses. At least three courses must be taken at the University of Oregon after admission to the doctoral program.

\(^2\) Grades of mid-B or better are required; none of these courses may be taken pass/no pass. These courses may be taken outside the Lundquist College of Business. At least three courses must be completed at the university after admission to the doctoral program.

\(^3\) Courses in these areas of study are subject to final approval by the student’s advisory committee and the director of doctoral programs. Each course used to meet this area requirement must be passed with a grade of mid-B or better, and at least two courses must be completed at the university after admission to the doctoral program.

Competence in Specialty

Students are expected to master the literature and techniques in their area of concentration, prepare to write an acceptable dissertation, and perform high-quality research. Competence is demonstrated by passing a departmental written comprehensive examination and by successfully completing one or more required research papers. The department specifies the number of required papers. To be eligible to take a comprehensive examination, students must have completed most of the course work required in the area.
Competence in Statistics and Research Methods
If the department requires an examination in statistics and research methods, it is administered and graded by a committee that includes at least two operations and business analytics faculty members appointed by the director of doctoral programs.

Examinations
Students must pass one written comprehensive examination in their area of concentration. Examinations are graded high pass, pass, or no pass. For examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted.

In the event of failure, a student may be allowed to retake a comprehensive examination or predesignated subpart one time, at the discretion of the department in which the student is majoring. Normally, the examination or predesignated subpart should be retaken during the term following the initial attempt, but it may be taken no sooner than two months after the initial attempt. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the PhD program.

Advancement to Candidacy
The student is advanced to candidacy for the PhD degree after satisfying the preceding requirements and upon recommendation by his or her advisory committee to the Lundquist College of Business and to the Graduate School. Advancement must occur no later than three years after the student’s entry into the doctoral program.

Dissertation
The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Lundquist College of Business and the Graduate School of the university. This committee includes at least three regular faculty members of the college and at least one member from outside the college. The chair of the committee serves as the student’s primary dissertation advisor. Before the dissertation topic is accepted by the dissertation committee, the student makes an 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 four years of the student’s advancement to candidacy. Upon petition to and approval by the PhD program committee and the Graduate School, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student’s comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade Point Average (GPA)
The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from Program
A student’s participation in the PhD program may be terminated under one or more of the following conditions:

- failure to make satisfactory progress toward advancement to candidacy
- a GPA below 3.00 for two consecutive terms
- failure to complete a dissertation within four years after advancement to candidacy

The decision to terminate will be made by the director of the PhD program after consultation with the PhD coordinator and faculty members of the department in which the student is majoring.

A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student’s file. The student has the right to appeal the termination decision by submitting a petition to the senior associate dean for academic affairs.

Waivers
Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate’s program committee, the PhD program committee, and the director of PhD programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

Courses
ACTG 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ACTG 211. Introduction to Accounting I. 4 Credits.
The accounting model and financial statements for external users.
Prereq: sophomore standing.

ACTG 213. Introduction to Accounting II. 4 Credits.
Reporting of assets, equities, revenues, and expenses. Cost information and uses in management planning and control. Budgeting, manufacturing cost flows, and product costs.
Prereq: ACTG 211, C- or better; sophomore standing.

ACTG 340. Accounting for Entrepreneurs. 4 Credits.
Sources and uses of cash in the context of start-up and small firms. Emphasis on cash generated by operations and used for operations and growth. Secondary emphasis on external sources of cash.

ACTG 350. Intermediate Accounting I. 4 Credits.
Concepts and principles of financial accounting, including U.S. and international financial reporting standards; analysis of alternatives for income measurement and asset and liability valuation.

ACTG 351. Intermediate Accounting II. 4 Credits.
Concepts and principles of financial accounting, including U.S. and international financial reporting standards. Analysis of alternatives for income measurement and asset and liability valuation.
Prereq: ACTG 350.

ACTG 352. Intermediate Accounting III. 4 Credits.
Concepts and principles of financial accounting, including U.S. and international financial reporting standards; analysis of alternatives for income measurement and asset and liability valuation.
Prereq: C- or better in ACTG 351, FIN 316.
ACTG 360. Cost Accounting. 4 Credits.
Development and communication of cost information to assist in planning,
motivating managers, controlling costs, and evaluating performance.

ACTG 401. Research: [Topic]. 1-21 Credits.
Repeatable.

ACTG 403. Thesis. 1-12 Credits.
Repeatable.

ACTG 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

ACTG 406. Special Problems: [Topic]. 1-4 Credits.
Repeatable.

ACTG 407. Seminar: [Topic]. 4 Credits.
Repeatable.

ACTG 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

ACTG 409. Practicum: [Topic]. 1-3 Credits.
Repeatable.

ACTG 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. A recent topic is Accounting Information Systems.

ACTG 440. Auditing and Information Systems. 4 Credits.
The audit environment, examinations of financial statements, and the
audit process. The role of information in modern organizations; systems
concepts; accounting controls; auditing systems.
Prereq: C– or better in ACTG 350.

ACTG 450. Advanced Financial Accounting. 4 Credits.
Accounting for equity; financial accounting and reporting for corporate
consolidation.
Prereq: C– or better in ACTG 352.

ACTG 470. Introduction to Federal Taxation. 4 Credits.
Federal income tax law covering primarily the taxation of individuals.
Introduction to tax planning.

ACTG 503. Thesis. 1-16 Credits.
Repeatable.

ACTG 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. A recent topic is Accounting Information Systems.

ACTG 540. Auditing and Information Systems. 4 Credits.
The audit environment, examinations of financial statements, and the
audit process. Includes professional standards, audit sampling, and the
audit profession.

ACTG 550. Advanced Financial Accounting. 4 Credits.
Accounting for equity; financial accounting and reporting for corporate
consolidation.

ACTG 570. Introduction to Federal Taxation. 4 Credits.
Federal income tax law covering primarily the taxation of individuals.
Introduction to tax planning.

ACTG 601. Research: [Topic]. 1-16 Credits.
Repeatable.

ACTG 603. Dissertation. 1-16 Credits.
Repeatable.

ACTG 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

ACTG 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

ACTG 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Current Research in Accounting is a recent topic.

ACTG 608. Special Topics: [Topic]. 1-16 Credits.
Repeatable.

ACTG 609. Practicum: [Topic]. 1-3 Credits.
Repeatable.

ACTG 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Developing the Business Professional,
International Accounting, Tax Pass-Through Entities.

ACTG 612. Financial Accounting. 3 Credits.
Introduces the accounting model and financial statements for external
users. Emphasizes the use of accounting information in valuation and
performance evaluation.
Prereq: ACTG 211 or equivalent.

ACTG 617. Taxation of Business. 4 Credits.
Taxation of business entities (C corporations, partnerships, S
corporations, and limited liability companies) as they form, operate, and
dissolve.

ACTG 618. Taxes and Business Strategy. 4 Credits.
How to use economic analysis as a tax planning tool, thereby
incorporating tax factors in economic decisions.
Prereq: ACTG 617.

ACTG 620. Entrepreneurial Accounting. 3 Credits.
Coverage includes selection of a company's legal organizational
structure; compensation strategies for small business owners; cash
flow budgeting, management and forecasting; and financial statement
analysis.
Prereq: MBA core or the equivalent.

ACTG 625. Financial Reporting. 3 Credits.
In-depth coverage of the measurement and disclosure principles used
to prepare generally accepted accounting principle-based financial
statements.
Prereq: MBA core introduction to accounting courses or equivalent.

ACTG 630. Accounting Measurement and Disclosure. 4 Credits.
Recent Financial Accounting Standings Board decisions; current
measurement and disclosure conflicts facing the accounting profession.
Includes exposure to governmental and not-for-profit accounting issues.

ACTG 631. Financial Statement Analysis and Valuation. 4 Credits.
Examines the role of accounting information in financial decisions.
Highlights valuation's relationship to accounting earnings and book value.

ACTG 642. Advanced Assurance Services. 4 Credits.
Knowledge and application of generally accepted accounting principles
generally accepted auditing standards systems, design and
flow charting, work paper preparation and review, oral and written
presentation, and application of judgment.
Prereq: ACTG 440/540.

ACTG 662. Strategic Cost Management. 4 Credits.
Theory and application of management accounting techniques to
decisions made under uncertainty in complex business environments.

Finance

John Chalmers, Department Head
Undergraduate Advising Office
203 Peterson Hall
The Department of Finance offers courses in finance and business economics. The curriculum is designed to impart an understanding of the principles of finance and to provide students with analytical training. Courses on financial institutions and markets, financial management, and investments provide an understanding of the application of financial analysis to the solution of business problems.

The department offers a concentration in finance for the undergraduate major in business administration.

**Faculty**


Ali Emami, senior instructor (international finance, financial institutions). BS, 1972, National University of Iran; MS, 1980, Oregon; PhD, 1988, Oregon State. (1991)


**Emeriti**


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

- Bachelor of Arts: Business Administration (p. 544)
- Bachelor of Science: Business Administration (p. 545)
- Minor in Business Administration

**Undergraduate Programs**

**Academic Requirements**

To earn an undergraduate degree in the Lundquist College of Business, 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 requirements.

The college is firmly committed to an undergraduate degree program in business based on a solid foundation in the arts and sciences. Students may not earn two majors in the Lundquist College of Business; in other words, a student who has an undergraduate degree in business administration cannot earn another undergraduate degree from the college. See the Bachelor's Degree Requirements section of this catalog for specific requirements for bachelor's degrees and for general-education and university requirements.

Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors.

For a more detailed explanation of requirements for majors, students should pick up the undergraduate degree programs handout in the Advising Office.

**Business Premajor Admission**

New students planning to earn a bachelor's degree in the Lundquist College of Business enter the university as business premajors. Transfer students and university students from other majors may become business premajors by submitting a Request for Addition or Deletion Major form, available in the Advising Office. Students who seek premajor status in business should meet with an advisor in the college if their GPA is
below 3.00. Business premajors typically are not eligible to take most 300- and 400-level business courses. Business premajor status does not guarantee admission to the accounting or business administration major.

Business premajors typically spend the first two years fulfilling general education and premajor requirements.

**Premajor Requirements**

**Junior Standing**
Course work of 90 or more credits must be complete.

**Cumulative GPA Requirement**
Guaranteed admission requires a 3.00 cumulative grade point average in all college course work, including transfer work. The college includes all course work when calculating the cumulative GPA for admission to the major.

**Holistic Review**
Students who have taken all required business premajor course work but fall slightly below the minimum GPA requirements may be considered for admission under a holistic review process. For more details, interested students may visit an academic advisor in 203 Peterson Hall.

**English Competence**
International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 (paper-based test), 233 (computer-based test), 89 (Internet-based test), an International English Language Testing System (IELTS) score of 7.0, or have completed the Academic English for International Students (AEIS) program.

**Business Premajor Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 213</td>
<td>Introduction to Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Additional Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 240</td>
<td>Managing Business Information</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

- WR 121 & WR 122 College Composition I and College Composition II
- WR 121 & WR 123 College Composition I and College Composition III

**Total Credits** 44

1. A 3.00 GPA and a minimum grade of C– in core courses are required for guaranteed admission to the major. Premajor requirements must be taken for letter grades. The university limits retaking of courses in which a P or mid-C or better is earned; a petition will be required. When repeating a core course, only the second grade is used in calculating the core GPA. Core courses may be repeated only once (including marks of W, N, F, D, C–).

2. Must be taken for letter grades and passed with grades of C– or better.

3. Once admitted to the University of Oregon, premajor core business courses must be taken at the University of Oregon.

**Application to the Major**
Students must submit a formal application for admission to the major. Students apply for major status one term before they plan to take upper-division business courses.

Applications are due the first week of the term for admission the following term. To be eligible for admission as a major, a student must apply before the term deadline. Applications are not accepted during summer session. Application forms are available on the college website. Students who are completing their final term of business premajor requirements may submit applications.

**Bachelor of Arts in Business Administration**

**Degree Requirements**

**Upper-Division Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 40

Upper-division core courses typically are completed during junior year.

**Business Administration Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven business courses from at least three business departments</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

1. Four of the courses may be taken in one concentration area. Concentrations are optional and do not appear on UO academic transcripts or diplomas.

2. General-education requirements

3. Nonbusiness breadth requirement courses

Global context courses 12
Business Administration Requirements

Upper-Division Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>40</td>
</tr>
</tbody>
</table>

Upper-division core courses typically are completed during junior year.

Business Administration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Seven business courses from at least three business departments ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education requirements</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Nonbusiness breadth requirement courses ²</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Global context courses ³</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>90</td>
</tr>
</tbody>
</table>

¹ Four of the courses may be taken in one concentration area. Concentrations are optional and do not appear on UO academic transcripts or diplomas.

² Courses should be an interrelated and coherent set consistent with the student’s career goals. A nonbusiness minor meets this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Advising Office; assistance in planning individualized programs is available in the advising office.

³ Courses focus on international, cultural, historical, political, economic, or social issues of a geographic region and the culture of one country or region other than the student’s native country. Language courses beyond the first year satisfy this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Advising Office; assistance in planning individualized programs is available in the advising office.

Definition, Limitations, and Policies

Transfer Students

The sequential nature of this program requires careful academic planning. Students who want to transfer to the college are encouraged to meet with an advisor in the Lundquist College of Business early in their academic careers. Students are admitted to the university as business premajors. Once admitted, they may apply for major status in accordance with the procedure described. Applications are due the first Friday of the term for admission the following term.

Second Bachelor’s Degree

A student who has a bachelor’s or master’s degree in a field of business administration may not earn a second bachelor’s degree in business. Students who have earned a nonbusiness degree and want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Second-degree candidates must meet the same admission requirements and follow the same application process described.

Students retain business premajor status until admission requirements are completed or waived because of completed course work. Second-degree students must complete the same upper-division requirements as first-degree candidates. The Second Bachelor’s Degree section of this catalog, under Bachelor’s Degree Requirements, lists university requirements for a second bachelor’s degree; the Undergraduate Advising office has information about Lundquist College requirements.

Residence Requirement

Students must complete a minimum of 44 upper-division credits in regularly scheduled Lundquist College of Business courses. With the department head’s approval, credits may be transferred from other accredited institutions, independent study, or approved courses in other departments. Accounting majors must complete all upper-division accounting courses at the University of Oregon.

Grading

Premajor required courses and upper-division courses must be taken for letter grades and passed with grades of C– or better. See the Registration and Academic Policies section of this catalog for an explanation of the university’s grading systems.

Upper-Division Courses

Courses for the minor are open to nonmajors, and courses for the certificate in international business communication are open to students whose native language is not English. Only admitted majors in the
Lundquist College of Business may enroll in all other 300- and 400-level business courses.

**Continuous Progress**

Students who do not attend the university for an extended period of time after being admitted as a major may be required to reapply for admission and fulfill current major requirements if the UO Catalog for the last year of attendance has expired. See Catalog Expiration and Requirements Policies in the Reader's Guide to the Catalog (p. 4).

**Business Administration Minor**

All professions and organizations, public and private, operate according to business principles. Earning a minor in business administration prepares students to participate in organizational conversations and become leaders within their future professions. The minor in business administration is open to students from all majors other than business administration and accounting. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students can declare a minor in business administration online at the college’s website, where a checklist of requirements can be found. Advising assistance is available in the Undergraduate Advising office.

Twelve upper-division credits must be taken in the Lundquist College of Business. Upper-division business courses must be taken for letter grades. Students must earn a C– or better in all courses taken for a letter grade to fulfill minor requirements. When minor requirements have been completed and notification of application for a degree has been received from the Office of the Registrar, the student is cleared for the minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>or BA 215</td>
<td>Accounting: Language of Business Decisions</td>
<td></td>
</tr>
<tr>
<td>BA 315</td>
<td>Economy, Industry, and Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>BA 316</td>
<td>Management: Creating Value through People</td>
<td>4</td>
</tr>
<tr>
<td>BA 317</td>
<td>Marketing: Creating Value for Customers</td>
<td>4</td>
</tr>
<tr>
<td>BA 318</td>
<td>Finance: Creating Value through Capital</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>BA 199</td>
<td>Special Studies: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>TLC 199</td>
<td>Special Studies: [Topic] (Study Skills Workshop)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>First term of first-year second-language sequence</td>
<td>5</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Use Career Services to write an evidence-based cover letter and resume</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Meet with a Lundquist Academic advisor to make a long-term plan</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>WR 121 College Composition I</td>
<td>4</td>
</tr>
</tbody>
</table>
### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
<td>Aim for a B or higher. Access resources for additional academic success (TLC, tutoring)</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td>Consider applying for the job shadow program</td>
</tr>
</tbody>
</table>

**General education course in science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 240</td>
<td>Managing Business Information</td>
<td>4</td>
<td>A 3.00 cumulative and core GPA are required for automatic admission</td>
</tr>
</tbody>
</table>

**Third term of first-year second-language sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td>Plan to attend the spring career fair to network and learn</td>
</tr>
</tbody>
</table>

**Credits**

| Total Credits | 17 |

### Second Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
<td>Aim for a B or higher. Meet an advisor regarding progress toward admission (203 Peterson)</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
<td>Take a leadership role in club or activity</td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>Learn to use Duck Connect</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>Social science course that also satisfies a multicultural requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**

| Total Credits | 16-17 |

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 213</td>
<td>Introduction to Accounting II</td>
<td>4</td>
<td>Aim for a B or higher. Prepare major application materials</td>
</tr>
<tr>
<td>Arts and letters course that also satisfies a multicultural requirement</td>
<td>See Lundquist Peer Educator about informational interviews (LIL 240)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Second term of second-year second-language sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
<td>If studying abroad, select program and finalize term to attend</td>
</tr>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
<td>Explore concentrations and narrow down your choices</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
<td>Update resume and have reviewed by Career Services</td>
</tr>
</tbody>
</table>

**Credits**

| Total Credits | 16-17 |

### Third Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
<td>Attend career fairs throughout the year</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
<td>Apply for summer internships</td>
</tr>
</tbody>
</table>

**Credits**

| Total Credits | 12 |

---

The University of Oregon

---
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
<td>Aim to keep cumulative GPA above 3.0 for internships and jobs</td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
<td>Utilize networking events and resources</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
<td>Meet with Lundquist advisor to revise long-term plan to meet academic goals and strategize how to strengthen weak areas for career goals</td>
</tr>
<tr>
<td>Upper-division business elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>44</td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
<td><strong>Credits</strong></td>
<td><strong>Milestones</strong></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
<td>Aim for a B or higher. Review the holistic requirements for admission to the major and establish a plan for developing these traits</td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>4</td>
<td>Beginning math course may change per placement or transfer work. Attend study abroad and club fairs in the first quarter</td>
</tr>
<tr>
<td>BA 199</td>
<td>Special Studies: [Topic]</td>
<td>1</td>
<td>Academic Residential Community or FIG seminar</td>
</tr>
<tr>
<td>Upper-division business elective courses</td>
<td></td>
<td>8</td>
<td>Some electives are required to meet 180 credits</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
<td>Requires senior standing and completion of all 300-level business core classes. Apply for degree completion through DuckWeb</td>
</tr>
<tr>
<td>Upper-division business elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Upper-division business elective courses</td>
<td></td>
<td>8</td>
<td>Register for commencement ceremony</td>
</tr>
</tbody>
</table>
### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ACTG 211</td>
<td>4</td>
<td>Introduction to Accounting I&lt;br&gt;Aim for a B or higher. Meet an advisor regarding progress toward admission (Peterson 203)</td>
</tr>
<tr>
<td></td>
<td>MATH 243</td>
<td>4</td>
<td>Introduction to Methods of Probability and Statistics&lt;br&gt;Take a leadership role in a club or activity</td>
</tr>
<tr>
<td>Winter</td>
<td>ACTG 213</td>
<td>4</td>
<td>Introduction to Accounting II&lt;br&gt;Aim for a B or higher. Prepare major application materials</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td>Meet Lundquist Peer Educator about informational interviews (LIL 240)</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>BA 352</td>
<td>4</td>
<td>Leadership and Communication&lt;br&gt;If studying abroad, select a program and finalize term to attend</td>
</tr>
<tr>
<td></td>
<td>MGMT 321</td>
<td>4</td>
<td>Managing Organizations&lt;br&gt;Explore concentrations and narrow down your choices</td>
</tr>
<tr>
<td></td>
<td>OBA 330</td>
<td>4</td>
<td>Business Statistics&lt;br&gt;Update resume and have reviewed by Career Services</td>
</tr>
<tr>
<td>Winter</td>
<td>FIN 316</td>
<td>4</td>
<td>Financial Management&lt;br&gt;Attend career fairs throughout the year</td>
</tr>
</tbody>
</table>
Fifth Year

Fall

BE 325 Global, Legal, Social Environment of Business Check in with career advisor regarding strategy for job search (LIL 240) 4

Winter

BA 453 Business Strategy and Planning Requires senior standing and completion of all 300-level business core courses. Apply for degree completion through DuckWeb 4

Upper-division business elective course 4

Course

Title

Credits

Milestones

Total Credits

44

Graduate Programs

Master of Business Administration

302 Peterson Hall
Lillis Business Complex
541-346-3306
541-346-0073 fax

The Lundquist College of Business MBA degree embodies the college’s emphasis on interdisciplinary study, experiential learning, research excellence, and a supportive learning environment.

True to this interdisciplinary focus, the MBA curriculum consists of four tracks: innovation and entrepreneurship, finance and securities analysis, sports business, and sustainable business practices. Building on a common core of foundational courses in accounting, decision sciences, finance, management, and marketing, students must choose one of these curricular tracks when applying to the program.

The four tracks of the MBA curriculum are aligned with the college’s centers—the Lundquist Center for Entrepreneurship, the Finance and Securities Analysis Center, the Center for Sustainable Business Practices, and the James H. Warsaw Sports Marketing Center. The centers not only promote research collaboration among faculty members from different departments, but they also facilitate student interactions with industry professionals and provide practical, real-world learning opportunities. These include internships, business planning ventures, competitions, and one- or two-term consulting projects in the second year. In addition, the Leadership and Communication Center works with students on professional skills assessment, leadership, and team dynamics as well as presentation and other communication skills, beginning with an extended orientation.

Strong faculty involvement and the state-of-the-art facilities of the Lillis Business Complex create an ideal learning environment. An emphasis on group work ensures that students get to know one another and their instructors well. In addition, a strong cohort model aids in developing solid working relationships and strong friendships. Finally, students may choose to enhance their international education by studying abroad in the summer on the Engaging Asia tour.

Virtually all MBA students come to the university with work experience; the average is four years. About one-third are women; two thirds hold a nonbusiness bachelor’s degree; and one-fifth are international students. The program draws students from across the United States and 12 to 15 countries.

Two years of full-time study are needed to earn the minimum of 76 credits required for the degree. See Accelerated Program for information about...
the nine- or 11-month accelerated program. See Administration of the Master’s Degree Programs for admission requirements.

Accelerated Program
The accelerated master’s degree program is intensive, allowing outstanding undergraduate business majors from an institution accredited by the Association to Advance Collegiate Schools of Business (AACSB International) to earn an MBA degree in nine or 11 months (three or four terms) by taking 15 courses (a minimum of 45 credits) in three or four terms. Applicants should have full-time work experience. Students must choose one of the four tracks listed above. Admission is accepted for fall, winter, or spring terms.

Master of Science in Finance
302G Peterson Hall
Lillis Business Complex
541-346-8786

The master of science in finance is a 12-month program with an emphasis on valuation and asset management designed for students who recently graduated with majors in science, technology, engineering, mathematics, business, economics, or equivalent subjects.

The curriculum is designed to provide students with insights from the most advanced theoretical and empirical research in finance while attending quarterly professional development seminars. Through the UO’s Cameron Center for Finance and Securities Analysis, students have the opportunity to practice securities analysis and portfolio management in a live environment with access to the Pacific Northwest’s financial, banking, and investment industry.

Program Requirements
The program requires an undergraduate degree in science, technology, engineering, mathematics, business, economics, or equivalent subjects.

Course Requirements
Students complete the program in 12 months (four terms). The curriculum consists of six core courses plus electives, totaling a minimum of 45 credits. The plan of study for the electives is determined by the student and the program director.

Visit the college’s master of science in finance website (https://business.uoregon.edu/ms-finance) for more information.

Oregon Executive MBA
200 SW Market St., Suite L101
Portland, Oregon 97201
503-276-3622
866-996-3622 toll free
503-276-3626 fax
oemba.uoregon.edu
oemba@uoregon.edu (oemba@oemba.uoregon.edu)

The University of Oregon offers the two-year Oregon Executive Master of Business Administration (OEMBA) Program for employed mid- to senior-level executives. Classes are held in Portland every other week. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. Courses are open only to students who apply and are admitted to this program.

Master of Science or Master of Arts
The master of arts (MA) degree in finance, management, marketing, and operations and business analytics and the master of science (MS) degree in management, marketing, and operations and business analytics are awarded exclusively to students who are enrolled in a PhD program. The MA degree requires competence in a second language. The requirements are as follows:

1. Completion of the AACSB International core areas as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without academic preparation in business, completion of the common body of business knowledge usually amounts to satisfying the MBA core courses. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval

2. Completion of a minimum of 45 graduate credits beyond the MBA core courses. These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken in the college. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management
   b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field
   c. A maximum of 15 credits in electives. A maximum of 9 credits of Thesis (503) can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits
   d. A minimum of 27 graduate credits taken in the Graduate School of Management

3. Approval of the proposed program of study by a program committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses are taken:
   a. The composition of the program committee must be approved by the director of doctoral programs
   b. An approved program of study must be submitted before any courses beyond the common body of business knowledge can be taken

4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses is taken:
   a. The composition of the thesis committee must be approved by the director of doctoral programs. 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 assistant dean for graduate programs before substantial work is undertaken on the thesis
   c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization courses has been taken
5. Computer competence. Details of this requirement appear under Undergraduate Programs.

**Doctoral Programs**

The focus is financial economics applied to financial management, financial institutions and markets, and includes course work in microeconomics, statistics, and econometrics. Specializations are corporate finance, corporate governance, managed portfolios and institutional investors, empirical asset pricing.

The student’s program must satisfy the requirements of the Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program requires four to five years of work while in residence on the Eugene campus.

**PhD Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine doctoral courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Five or more graduate-level statistics courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Three graduate-level economics, mathematics, or behavioral science courses</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

1 The department specifies the courses. At least three courses must be taken at the University of Oregon after admission to the doctoral program.
2 Grades of mid-B or better are required; none of these courses may be taken pass/no pass. These courses may be taken outside the Lundquist College of Business. At least three courses must be completed at the university after admission to the doctoral program.
3 Courses in these areas of study are subject to final approval by the student’s advisory committee and the director of doctoral programs. Each course used to meet this area requirement must be passed with a grade of mid-B or better, and at least two courses must be completed at the university after admission to the doctoral program.

**Competence in Specialty**

Students are expected to master the literature and techniques in their area of concentration, prepare to write an acceptable dissertation, and perform high-quality research. Competence is demonstrated by passing a departmental written comprehensive examination and by successfully completing one or more required research papers. The department specifies the number of required papers. To be eligible to take a comprehensive examination, students must have completed most of the course work required in the area.

**Competence in Statistics and Research Methods**

If the department requires an examination in statistics and research methods, it is administered and graded by a committee that includes at least two operations and business analytics faculty members appointed by the director of doctoral programs.

**Examinations**

Students must pass one written comprehensive examination in their area of concentration. Examinations are graded high pass, pass, or no pass. For examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted.

In the event of failure, a student may be allowed to retake a comprehensive examination or predesignated subpart one time, at the discretion of the department in which the student is majoring. Normally, the examination or predesignated subpart should be retaken during the term following the initial attempt, but it may be taken no sooner than two months after the initial attempt. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the PhD program.

**Advancement to Candidacy**

The student is advanced to candidacy for the PhD degree after satisfying the preceding requirements and upon recommendation by his or her advisory committee to the Lundquist College of Business and to the Graduate School. Advancement must occur no later than three years after the student’s entry into the doctoral program.

**Dissertation**

The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Lundquist College of Business and the Graduate School of the university. This committee includes at least three regular faculty members of the college and at least one member from outside the college. The chair of the committee serves as the student’s primary dissertation advisor. Before the dissertation topic is accepted by the dissertation committee, the student makes an 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 four years of the student’s advancement to candidacy. Upon petition to and approval by the PhD program committee and the Graduate School, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student’s comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

**Grade Point Average (GPA)**

The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

**Termination from Program**

A student’s participation in the PhD program may be terminated under one or more of the following conditions:

- failure to make satisfactory progress toward advancement to candidacy
- a GPA below 3.00 for two consecutive terms
- failure to complete a dissertation within four years after advancement to candidacy

The decision to terminate will be made by the director of the PhD program after consultation with the PhD coordinator and faculty members of the department in which the student is majoring.
A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file. The student has the right to appeal the termination decision by submitting a petition to the senior associate dean for academic affairs.

Waivers

Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate’s program committee, the PhD program committee, and the director of PhD programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

Courses

FIN 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

FIN 240. Survey of Real Estate. 4 Credits.
Basics of buying, selling, and leasing real estate. Overview of real estate law, commercial and residential brokerage, real estate financing, and real estate administration. Not open to LCB majors or prebusiness majors with junior standing or above.

FIN 281. Personal Finance. 4 Credits.
Overview of lifetime personal financial strategies. Topics include financial goals and building net worth, major purchasing decisions, credit use, tax planning, retirement, and estate planning. Not open to LCB majors, prebusiness majors with junior standing or above.

FIN 283. The Stock Market and Investing. 4 Credits.
Investments and the stock market, securities and approaches to security selection, portfolio composition and structure. Not open to LCB majors, prebusiness majors with junior standing or above, or students who have credit for FIN 380.

FIN 311. Economic Foundations of Competitive Analysis. 4 Credits.
Analysis of market competition and its relation to product cost and pricing decisions by the firm. Students may receive credit for only one of EC 311, FIN 311, or FIN 311H.

FIN 311H. Economic Foundations of Competitive Analysis. 4 Credits.
Analyzes the competitive structure of markets and industries. Focuses on the relationships among cost, pricing strategy and economic profit in competitive environments. Students may receive credit for only one of EC 311, FIN 311, or FIN 311H.
Prereq: open only to students in the LCB honors program.

FIN 316. Financial Management. 4 Credits.
Corporate financial planning, selection among alternative investment opportunities, analysis of risk, funds acquisition, and long-term financing. Students cannot receive credit for both FIN 316 and FIN 316H.

FIN 316H. Financial Management. 4 Credits.
Covers the fundamental tools and concepts of finance, including the evaluation of investment opportunities and the relation between risk and return Students cannot receive credit for both FIN 316 and FIN 316H.
Prereq: open only to students in the LCB honors program.

FIN 380. Financial Markets and Investments. 4 Credits.
Financial markets and security investment decisions, analysis of risk and return, portfolio policies for individual and institutional investors, financial instruments.
Prereq: FIN 316, OBA 330.

FIN 401. Research: [Topic]. 1-21 Credits.
Repeatable.

FIN 403. Thesis. 1-12 Credits.
Repeatable.

FIN 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

FIN 406. Special Problems: [Topic]. 1-4 Credits.
Repeatable.

FIN 407. Seminar: [Topic]. 4 Credits.
Repeatable.

FIN 409. Practicum: [Topic]. 1-12 Credits.
Repeatable.

FIN 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

FIN 462. Derivative Markets and Financial Institutions. 4 Credits.
Valuation of financial derivatives, methodologies for identifying firms’ risk exposures, the role of risk management and financial derivatives in corporate strategy, and analysis of financial institutions.
Prereq: FIN 316.

FIN 463. International Finance. 4 Credits.
Analysis of currency exchange rates, balance of payments; management of foreign exchange risk; risk and return in international investment.
Prereq: FIN 316.

FIN 464. Commercial Banking. 4 Credits.
Operation and pricing policies of a commercial bank, concentrating on management of institutions that take deposits and make loans and investments through the use of computer-simulated banking operations.
Prereq: FIN 316.

FIN 467. Financial Analysis and Valuation. 4 Credits.
Topics include working capital management, advanced capital budgeting, dividend policy, financing policy, business valuation, and corporate acquisitions.
Prereq: FIN 380.

FIN 503. Thesis. 1-16 Credits.
Repeatable.

FIN 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

FIN 562. Derivative Markets and Financial Institutions. 4 Credits.
Valuation of financial derivatives, methodologies for identifying firms’ risk exposures, the role of risk management and financial derivatives in corporate strategy, and analysis of financial institutions.
Prereq: FIN 380 or FIN 612.

FIN 564. Commercial Banking. 4 Credits.
Operation and pricing policies of a commercial bank, concentrating on management of institutions that take deposits and make loans and investments through the use of computer-simulated banking operations.

FIN 601. Research: [Topic]. 1-16 Credits.
Repeatable.

FIN 603. Dissertation. 1-16 Credits.
Repeatable.

FIN 605. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable.

FIN 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.
FIN 608. Special Topics: [Topic]. 1-12 Credits.
Repeatable.

FIN 609. Practicum: [Topic]. 1-9 Credits.
Repeatable.

FIN 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

FIN 612. Fundamentals of Finance. 3 Credits.
Covers the fundamental theories and tools of financial analysis. Topics include valuation, capital budgeting, risk and return, market efficiency, and financial policies. Sequence with FIN 613.

FIN 613. Managerial Economics. 3 Credits.
Covers the fundamental theories and tools of economic and strategic analysis. Topics include demand and supply, pricing strategies, and perfect and imperfect competition. Sequence with FIN 612.
Prereq: FIN 612.

FIN 615. Quantitative Methods for Finance. 3 Credits.
Mathematical and statistical tools fundamental to financial analysis; measuring returns and risk, probability models, statistical inference, regression analysis, all with applications to finance.

FIN 663. International Financial Management. 3 Credits.
International monetary system and its implications for exchange rate determination. Determinants of foreign investments, characteristics of international financial institutions, and the relationship between international and domestic markets.
Prereq: completion of first-year M.B.A. core.

FIN 671. Corporate Finance and Valuation. 3 Credits.
Application of financial principles to problems of valuation, capital budgeting, and financial policy.
Prereq: FIN 612.

FIN 673. Advanced Topics in Corporate Finance. 3 Credits.
Cases dealing with financial analysis, working-capital management, valuation, and firm investment and financing decisions.
Prereq: completion of first-year M.B.A. core.

FIN 675. Fixed Income Securities. 3 Credits.
Theoretical, empirical, and institutional aspects of fixed-income securities and their derivatives; application of these tools to managerial decisions in other contexts.
Prereq: completion of first-year MBA core.

FIN 683. Concepts of Investments. 3 Credits.
Securities markets; risk-return characteristics of investment media; concepts of security analysis; investment and portfolio strategies of individual and institutional investors.
Prereq: completion of first-year M.B.A. core.

Management

Undergraduate Advising Office
203 Peterson Hall

Department of Management courses prepare students for the challenges of managerial responsibility in private and public organizations. They are useful for students who want to develop general management skills that can be applied in a variety of contexts, ranging from new business startups to global businesses. Management courses also serve students who are concentrating in other areas of business and who recognize the importance of developing management and leadership skills to enhance their chances for career advancement. Courses focus on such critical management and leadership skills as launching new business ventures, negotiation and conflict resolution, managing in dynamic and changing environments, and international management.

The entrepreneurship concentration prepares students for careers in entrepreneurialy driven firms. Examples include new and rapidly growing firms, technology-oriented firms, and family businesses. Special attention is given to venture creation, the unique problems encountered by firms that are growing, and the way sound business principles and strategies can be adapted to fit this environment.

Faculty

Ron C. Bramhall, senior instructor (persuasive communication, team development, experiential education); director, Lundquist College of Business Honors Program. BS, 1989, Texas, Arlington; MBA, 2000, Oregon. (2003)


David T. Dusseau, Tykeson Professor in Business; senior instructor (organizational behavior, international management). BS, 1975, Ohio State; MBA, 1985, PhD, 1992, Oregon. (1992)

Kate Harmon, instructor (entrepreneurship, venture planning); undergraduate program manager, Lundquist Center for Entrepreneurship. BFA, BA, 1993, MBA, 1997, Ohio. (2015)


Nathan Lillegard, instructor (new venture creation, venture capital finance, business models); program manager, Lundquist Center for Entrepreneurship. BA, 1998, MBA, 2006, Oregon. (2012)

Reut Livne-Tarandach, assistant professor (compassion, organizational change processes, creativity). BA, 2000, Ben-Gurion; MSc, 2004,
Technion–Israel Institute of Technology; PhD, 2012, Boston College. (2012)

Izabel Loinaz, instructor (greening sports and events); program manager, Center for Sustainable Business. BA, 1997, San Francisco State; MBA, 2012, Presidio Graduate School. (2015)


Emeriti


James R. Terborg, professor emeritus; Chambers Chair in the College of Business; James H. Warsaw Academic Director. BA, 1970, Calvin; MS, 1972, Eastern Michigan; PhD, 1975, Purdue. (1980)

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

- Bachelor of Arts: Business Administration
- Bachelor of Science: Business Administration
- Minor in Business Administration

Undergraduate Programs

Academic Requirements

To earn an undergraduate degree in the Lundquist College of Business, 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 requirements.

The college is firmly committed to an undergraduate degree program in business based on a solid foundation in the arts and sciences. Students may not earn two majors in the Lundquist College of Business; in other words, a student who has an undergraduate degree in business administration cannot earn another undergraduate degree from the college. See the Bachelor’s Degree Requirements section of this catalog for specific requirements for bachelor's degrees and for general-education and university requirements.

Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors.

For a more detailed explanation of requirements for majors, students should pick up the undergraduate degree programs handout in the Advising Office.

Business Premajor Admission

New students planning to earn a bachelor's degree in the Lundquist College of Business enter the university as business premajors. Transfer students and university students from other majors may become business premajors by submitting a Request for Addition or Deletion Major form, available in the Advising Office. Students who seek premajor status in business should meet with an advisor in the college if their GPA is below 3.00. Business premajors typically are not eligible to take most 300- and 400-level business courses. Business premajor status does not guarantee admission to the accounting or business administration major.

Business premajors typically spend the first two years fulfilling general education and premajor requirements.

Premajor Requirements

Junior Standing

Course work of 90 or more credits must be complete.

Cumulative GPA Requirement

Guaranteed admission requires a 3.00 cumulative grade point average in all college course work, including transfer work. The college includes all course work when calculating the cumulative GPA for admission to the major.
Holistic Review

Students who have taken all required business premajor course work but fall slightly below the minimum GPA requirements may be considered for admission under a holistic review process. For more details, interested students may visit an academic advisor in 203 Peterson Hall.

English Competence

International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 (paper-based test), 233 (computer-based test), 89 (Internet-based test), an International English Language Testing System (IELTS) score of 7.0, or have completed the Academic English for International Students (AEIS) program. Students must submit a formal application for admission to the major. Application to the Major

Business Premajor Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 213</td>
<td>Introduction to Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 240</td>
<td>Managing Business Information</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
</tr>
<tr>
<td>WR 123</td>
<td>College Composition III</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 44

1 A 3.00 GPA and a minimum grade of C– in core courses are required for guaranteed admission to the major. Premajor requirements must be taken for letter grades. The university limits retaking of courses in which a P or mid-C or better is earned; a petition will be required. When repeating a core course, only the second grade is used in calculating the core GPA. Core courses may be repeated only once (including marks of W, N, F, D, C–).

2 Must be taken for letter grades and passed with grades of C– or better.

3 Once admitted to the University of Oregon, premajor core business courses must be taken at the University of Oregon.

Application to the Major

Students must submit a formal application for admission to the major. Students apply for major status one term before they plan to take upper-division business courses.

Applications are due the first week of the term for admission the following term. To be eligible for admission as a major, a student must apply before the term deadline. Applications are not accepted during summer session. Application forms are available on the college website. Students who are completing their final term of business premajor requirements may submit applications.

Bachelor of Arts in Business Administration Degree Requirements

Upper-Division Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 40

Upper-division core courses typically are completed during junior year.

Business Administration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven business courses from at least three business departments</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>General-education requirements</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Nonbusiness breadth requirement courses</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Global context courses</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 90

1 Four of the courses may be taken in one concentration area. Concentrations are optional and do not appear on UO academic transcripts or diplomas.

2 Courses should be an interrelated and coherent set consistent with the student's career goals. A nonbusiness minor meets this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Advising Office; assistance in planning individualized programs is available in the advising office.

3 Courses focus on international, cultural, historical, political, economic, or social issues of a geographic region and the culture of one country or region other than the student's native country. Language courses beyond the first year satisfy this requirement. Global context plans must be approved by an advisor in the Advising Office.

Concentration: Entrepreneurship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 335</td>
<td>Launching New Ventures</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 340</td>
<td>Accounting for Entrepreneurs</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 445</td>
<td>Entrepreneurial Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 455</td>
<td>Implementing Entrepreneurial Strategies</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 16
Bachelor of Science in Business Administration Degree Requirements

Upper-Division Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

Upper-division core courses typically are completed during junior year.

Business Administration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Seven business courses from at least three business departments ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education requirements</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Nonbusiness breadth requirement courses ²</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Global context courses ³</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

¹ Four of the courses may be taken in one concentration area. Concentrations are optional and do not appear on UO academic transcripts or diplomas.

² Courses should be an interrelated and coherent set consistent with the student’s career goals. A nonbusiness minor meets this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Advising Office; assistance in planning individualized programs is available in the advising office.

³ Courses focus on international, cultural, historical, political, economic, or social issues of a geographic region and the culture of one country or region other than the student’s native country. Language courses beyond the first year satisfy this requirement. Global context plans must be approved by an advisor in the Advising Office.

Concentration: Entrepreneurship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 335</td>
<td>Launching New Ventures</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 340</td>
<td>Accounting for Entrepreneurs</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 445</td>
<td>Entrepreneurial Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 455</td>
<td>Implementing Entrepreneurial Strategies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Definitions, Limitations, and Policies

Transfer Students

The sequential nature of this program requires careful academic planning. Students who want to transfer to the college are encouraged to meet with an advisor in the Lundquist College of Business early in their academic careers. Students are admitted to the university as business premajors. Once admitted, they may apply for major status in accordance with the procedure described. Applications are due the first Friday of the term for admission the following term.

Second Bachelor’s Degree

A student who has a bachelor’s or master’s degree in a field of business administration may not earn a second bachelor’s degree in business. Students who have earned a nonbusiness degree and want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Second-degree candidates must meet the same admission requirements and follow the same application process described.

Students retain business premajor status until admission requirements are completed or waived because of completed course work. Second-degree students must complete the same upper-division requirements as first-degree candidates. The Second Bachelor’s Degree section of this catalog, under Bachelor’s Degree Requirements, lists university requirements for a second bachelor’s degree; the Undergraduate Advising office has information about Lundquist College requirements.

Residence Requirement

Students must complete a minimum of 44 upper-division credits in regularly scheduled Lundquist College of Business courses. With the department head’s approval, credits may be transferred from other accredited institutions, independent study, or approved courses in other departments. Accounting majors must complete all upper-division accounting courses at the University of Oregon.

Grading

Premajor required courses and upper-division courses must be taken for letter grades and passed with grades of C– or better. See the Registration and Academic Policies section of this catalog for an explanation of the university’s grading systems.

Upper-Division Courses

Courses for the minor are open to nonmajors, and courses for the certificate in international business communication are open to students whose native language is not English. Only admitted majors in the Lundquist College of Business may enroll in all other 300- and 400-level business courses.

Continuous Progress

Students who do not attend the university for an extended period of time after being admitted as a major may be required to reapply for admission and fulfill current major requirements if the UO Catalog for the last year of attendance has expired. See Catalog Expiration and Requirements Policies in the Reader’s Guide to the Catalog (p. 4).

Business Administration Minor

All professions and organizations, public and private, operate according to business principles. Earning a minor in business administration prepares students to participate in organizational conversations and become leaders within their future professions. The minor in business
administration is open to students from all majors other than business administration and accounting. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students can declare a minor in business administration online at the college’s website, where a checklist of requirements can be found. Advising assistance is available in the Undergraduate Advising office.

Twelve upper-division credits must be taken in the Lundquist College of Business. Upper-division business courses must be taken for letter grades. Students must earn a C– or better in all courses taken for a letter grade to fulfill minor requirements. When minor requirements have been completed and notification of application for a degree has been received from the Office of the Registrar, the student is cleared for the minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>or BA 215</td>
<td>Accounting: Language of Business Decisions</td>
<td></td>
</tr>
<tr>
<td>BA 315</td>
<td>Economy, Industry, and Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>BA 316</td>
<td>Management: Creating Value through People</td>
<td>4</td>
</tr>
<tr>
<td>BA 317</td>
<td>Marketing: Creating Value for Customers</td>
<td>4</td>
</tr>
<tr>
<td>BA 318</td>
<td>Finance: Creating Value through Capital</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

### Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

#### Bachelor of Arts in Business Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 213</td>
<td>Introduction to Accounting II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 240</td>
<td>Managing Business Information</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>General education group-satisfying courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education group-satisfying courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education group-satisfying courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**Spring**

Third term of first-year second-language sequence

A 3.00 GPA and a minimum grade of C- in core courses are required for admission to the major.
General education group-satisfying courses

Students must submit a formal application for admission to the major one term before they plan to take upper-division business core classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First term of second-year</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>second-language sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second term of second-year</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>second-language sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third term of second-year</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>second-language sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Science in Business Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Programs

Master of Business Administration

302 Peterson Hall
Lillis Business Complex
541-346-3306
541-346-0073 fax

The Lundquist College of Business MBA degree embodies the college’s emphasis on interdisciplinary study, experiential learning, research excellence, and a supportive learning environment.

True to this interdisciplinary focus, the MBA curriculum consists of four tracks: innovation and entrepreneurship, finance and securities analysis, sports business, and sustainable business practices. Building on a common core of foundational courses in accounting, decision sciences, finance, management, and marketing, students must choose one of these curricular tracks when applying to the program.

The four tracks of the MBA curriculum are aligned with the college’s centers—the Lundquist Center for Entrepreneurship, the Finance and Securities Analysis Center, the Center for Sustainable Business Practices, and the James H. Warsaw Sports Marketing Center. The centers not only promote research collaboration among faculty members from different departments, but they also facilitate student interactions with industry professionals and provide practical, real-world learning opportunities. These include internships, business planning ventures, competitions, and one- or two-term consulting projects in the second year. In addition, the Leadership and Communication Center works with students on professional skills assessment, leadership, and team dynamics as well as presentation and other communication skills, beginning with an extended orientation.

Strong faculty involvement and the state-of-the-art facilities of the Lillis Business Complex create an ideal learning environment. An emphasis on group work ensures that students get to know one another and their instructors well. In addition, a strong cohort model aids in developing solid working relationships and strong friendships. Finally, students may choose to enhance their international education by studying abroad in the summer on the Engaging Asia tour.

Virtually all MBA students come to the university with work experience; the average is four years. About one-third are women; two thirds hold a nonbusiness bachelor’s degree; and one-fifth are international students. The program draws students from across the United States and 12 to 15 countries.

Two years of full-time study are needed to earn the minimum of 76 credits required for the degree. See Accelerated Program for information about the nine- or 11-month accelerated program. See Administration of the Master’s Degree Programs for admission requirements.

Accelerated Program

The accelerated master’s degree program is intensive, allowing outstanding undergraduate business majors from an institution accredited by the Association to Advance Collegiate Schools of Business (AACSB International) to earn an MBA degree in nine or 11 months (three or four terms) by taking 15 courses (a minimum of 45 credits) in three or four terms. Applicants should have full-time work experience. Students must choose one of the four tracks listed above. Admission is accepted for fall, winter, or spring terms.

Master of Science in Finance

302G Peterson Hall
Lillis Business Complex
541-346-8786

The master of science in finance is a 12-month program with an emphasis on valuation and asset management designed for students who recently graduated with majors in science, technology, engineering, mathematics, business, economics, or equivalent subjects.

The curriculum is designed to provide students with insights from the most advanced theoretical and empirical research in finance while attending quarterly professional development seminars. Through the UO’s Cameron Center for Finance and Securities Analysis, students have the opportunity to practice securities analysis and portfolio management in a live environment with access to the Pacific Northwest’s financial, banking, and investment industry.

Program Requirements

The program requires an undergraduate degree in science, technology, engineering, mathematics, business, economics, or equivalent subjects.

Course Requirements

Students complete the program in 12 months (four terms). The curriculum consists of six core courses plus electives, totaling a minimum of 45 credits. The plan of study for the electives is determined by the student and the program director.

Visit the college’s master of science in finance website (https://business.uoregon.edu/ms-finance) for more information.

Oregon Executive MBA

200 SW Market St., Suite L101
The University of Oregon offers the two-year Oregon Executive Master of Business Administration (OEMBA) Program for employed mid- to senior-level executives. Classes are held in Portland every other week. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. Courses are open only to students who apply and are admitted to this program.

**Master of Science or Master of Arts**

The master of arts (MA) degree in finance, management, marketing, and operations and business analytics and the master of science (MS) degree in management, marketing, and operations and business analytics are awarded exclusively to students who are enrolled in a PhD program. The MA degree requires competence in a second language. The requirements are as follows:

1. Completion of the AACSB International core areas as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without academic preparation in business, completion of the common body of business knowledge usually amounts to satisfying the MBA core courses. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval.

2. Completion of a minimum of 45 graduate credits beyond the MBA core courses. These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken in the college. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management.
   b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field.
   c. A maximum of 15 credits in electives. A maximum of 9 credits of Thesis (503) can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits.
   d. A minimum of 27 graduate credits taken in the Graduate School of Management.

3. Approval of the proposed program of study by a program committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses is taken:
   a. The composition of the program committee must be approved by the director of doctoral programs.
   b. An approved program of study must be submitted before any courses beyond the common body of business knowledge can be taken.

4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses is taken:
   a. The composition of the thesis committee must be approved by the director of doctoral programs. 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 assistant dean for graduate programs before substantial work is undertaken on the thesis.
   c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization courses has been taken.

5. Computer competence. Details of this requirement appear under **Undergraduate Programs**

**Doctoral Programs**

Faculty research encompasses organizational change, supply-chain relationships, technology strategy, entrepreneurship, and sustainability.

The student's program must satisfy the requirements of the Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program requires four to five years of work while in residence on the Eugene campus.

**PhD Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nine doctoral courses</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Five or more graduate-level statistics courses</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Three graduate-level economics, mathematics, or behavioral science courses</td>
<td>3</td>
</tr>
</tbody>
</table>

1 The department specifies the courses. At least three courses must be taken at the University of Oregon after admission to the doctoral program.
2 Grades of mid-B or better are required; none of these courses may be taken pass/no pass. These courses may be taken outside the Lundquist College of Business. At least three courses must be completed at the university after admission to the doctoral program.
3 Courses in these areas of study are subject to final approval by the student's advisory committee and the director of doctoral programs. Each course used to meet this area requirement must be passed with a grade of mid-B or better, and at least two courses must be completed at the university after admission to the doctoral program.

**Competence in Specialty**

Students are expected to master the literature and techniques in their area of concentration, prepare to write an acceptable dissertation, and perform high-quality research. Competence is demonstrated by passing a departmental written comprehensive examination and by successfully completing one or more required research papers. The department specifies the number of required papers. To be eligible to take a comprehensive examination, students must have completed most of the course work required in the area.

The University of Oregon

Portland, Oregon 97201
503-276-3622
866-996-3622 toll free
503-276-3626 fax
oemb@uoregon.edu
oemb@uoregon.edu (oemb@oemb.uoregon.edu)

oemb.uoregon.edu
503-276-3622 fax
866-996-3622 toll free

Portland, Oregon 97201
Competence in Statistics and Research Methods
If the department requires an examination in statistics and research methods, it is administered and graded by a committee that includes at least two operations and business analytics faculty members appointed by the director of doctoral programs.

Examinations
Students must pass one written comprehensive examination in their area of concentration. Examinations are graded high pass, pass, or no pass. For examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted.

In the event of failure, a student may be allowed to retake a comprehensive examination or predesignated subpart one time, at the discretion of the department in which the student is majoring. Normally, the examination or predesignated subpart should be retaken during the term following the initial attempt, but it may be taken no sooner than two months after the initial attempt. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the PhD program.

Advancement to Candidacy
The student is advanced to candidacy for the PhD degree after satisfying the preceding requirements and upon recommendation by his or her advisory committee to the Lundquist College of Business and to the Graduate School. Advancement must occur no later than three years after the student’s entry into the doctoral program.

Dissertation
The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Lundquist College of Business and the Graduate School of the university. This committee includes at least three regular faculty members of the college and at least one member from outside the college. The chair of the committee serves as the student’s primary dissertation advisor. Before the dissertation topic is accepted by the dissertation committee, the student makes an 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 four years of the student’s advancement to candidacy. Upon petition to and approval by the PhD program committee and the Graduate School, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student’s comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade Point Average (GPA)
The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from Program
A student’s participation in the PhD program may be terminated under one or more of the following conditions:

- failure to make satisfactory progress toward advancement to candidacy
- a GPA below 3.00 for two consecutive terms
- failure to complete a dissertation within four years after advancement to candidacy

The decision to terminate will be made by the director of the PhD program after consultation with the PhD coordinator and faculty members of the department in which the student is majoring.

A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student’s file. The student has the right to appeal the termination decision by submitting a petition to the senior associate dean for academic affairs.

Waivers
Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate’s program committee, the PhD program committee, and the director of PhD programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

- International Business Communication letter of mastery
- Certificate in Global Management

International Business Communication
International students may earn a letter certifying mastery in international business communication. This program, directed by Ron Severson, is open to all undergraduate international students of any major; the two cross-cultural courses are open to domestic students as well.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 361</td>
<td>Cross-Cultural Business Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 362</td>
<td>Effective Business Writing</td>
<td>4</td>
</tr>
<tr>
<td>BA 363</td>
<td>Effective Business Presentations</td>
<td>4</td>
</tr>
<tr>
<td>BA 364</td>
<td>International Business Research</td>
<td>4</td>
</tr>
<tr>
<td>BA 365</td>
<td>Cross-Cultural Negotiation</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Certificate in Global Management
Lundquist College of Business students may earn a certificate in global management. Study abroad is highly recommended. Additional information is available in the Advising Office.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 463</td>
<td>International Finance</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 420</td>
<td>Managing in a Global Economy</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 470</td>
<td>International Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Approved nonbusiness courses relating to an international theme</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Two years college-level language study</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
Courses

MGMT 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

MGMT 321. Managing Organizations. 4 Credits.
Roles of managers in planning, organizing, leading, and controlling organizations in a competitive global environment. Students cannot receive credit for both MGMT 321 and MGMT 321H.

MGMT 321H. Managing Organizations. 4 Credits.
Explores principles of management in the context of current management practice. Nature of the manager's job in dynamic and complex environment. Cases, group project and intensive class interaction. Students cannot receive credit for both MGMT 321 and MGMT 321H.
Prereq: open only to students in the LCB honors program.

MGMT 335. Launching New Ventures. 4 Credits.
Skills, behaviors, and knowledge necessary for creating and growing new ventures. Evaluating opportunities, developing growth strategies, obtaining venture financing, intellectual property, and building a management team.
Prereq: MGMT 321.

MGMT 401. Research: [Topic]. 1-21 Credits.
Repeatable.

MGMT 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

MGMT 406. Special Problems: [Topic]. 1-4 Credits.
Repeatable.

MGMT 407. Seminar: [Topic]. 4 Credits.
Repeatable.

MGMT 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.

MGMT 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. Recent topics include Strategic Environmental Management, Technology and Innovation Management.

MGMT 415. Human Resources Management. 4 Credits.
Management of employee relations by an organization. Hiring and developing a productive work force in the context of the legal and competitive environment.
Prereq: MGMT 321.

MGMT 416. Organizational Development and Change Management. 4 Credits.
Organizational leaders face an accelerating pace of change in information technology, markets, and consumers. Focuses on how leaders create and sustain these organizational changes.
Prereq: BA 352, MGMT 321.

MGMT 417. Negotiation Strategies. 4 Credits.
Introduction to negotiation theory, distributive and integrative bargaining techniques, and alternative dispute resolution. Uses workshop format for in-class negotiation simulations.
Prereq: MGMT 321.

MGMT 420. Managing in a Global Economy. 4 Credits.
Economic, political and cultural challenges facing international managers. Topics include developing competitive global strategies and organizations, international negotiations, building strategic alliances, cross-cultural teams, and international staffing.
Prereq: MGMT 321 or equivalent.

MGMT 423. Negotiation. 3 Credits.
Negotiation theory including distributive and integrative bargaining techniques, economic complements, game theory, and alternative dispute resolution. Extensive in-class negotiation simulations.

MGMT 455. Implementing Entrepreneurial Strategies. 4 Credits.
Focuses on turning an idea into a serious business venture. Students research new business opportunities and become skilled in developing business tools and processes to carry out venture launch strategies.
Prereq: ACTG 340, MGMT 335, MKTG 445.

MGMT 503. Thesis. 1-16 Credits.
Repeatable.

MGMT 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. Recent topics include Strategic Environmental Management, Technology and Innovation Management.

MGMT 601. Research [Topic]. 1-16 Credits.
Repeatable.

MGMT 603. Dissertation. 1-16 Credits.
Repeatable.

MGMT 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

MGMT 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

MGMT 608. Special Topics: [Topic]. 1-16 Credits.
Repeatable.

MGMT 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

MGMT 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. A recent topic is Sustainable Business Development.

MGMT 612. Managing Individuals and Organizations. 3 Credits.
Design of high-performance organizations and internal systems. Analysis of team dynamics and group decision-making. Study of individual cognitive and leadership styles.

MGMT 614. Strategic Management. 3 Credits.
Analysis of industries and companies, development of competitive and cooperative strategies, analysis of the special demands of alternative social, technological, and international contexts.

MGMT 615. Leadership. 3 Credits.
Development of skills managers need to be effective leaders in organizations, including communicating, problem-solving, influencing, motivating, delegating, and resolving conflict.

MGMT 620. Managing Global Business. 3 Credits.
Focuses on the problems of operating across multiple political and cultural boundaries. Possible topics include multinationals, the role of multinational corporations, and international joint ventures.

MGMT 623. Negotiation. 3 Credits.
Negotiation theory including distributive and integrative bargaining techniques, economic complements, game theory, and alternative dispute resolution. Extensive in-class negotiation simulations.

MGMT 625. New Venture Planning. 3 Credits.
Students identify and research a business opportunity; develop and present a professional start-up business plan that includes market, competitor, cash flow, and financial analyses.

MGMT 635. Opportunity Recognition. 3 Credits.
Introduces the fundamentals of entrepreneurship, providing the tools necessary to successfully identify a true opportunity and to start and develop a new organization. Open only to MBA and MActg majors.
MGMT 640. Sustainable Business Development. 3 Credits.
Focuses on corporate environmental management, drawing on economic
and policy models, strategic analysis, and use of business cases. Issues
facing small and mid-sized companies stressed.

MGMT 641. Industrial Ecology. 3 Credits.
Takes a systems approach to the design and manufacture of products
delivery of services with minimized ecological impact.

MGMT 670. Research Methods in Organizations. 3 Credits.
Procedures for interpreting behavioral research in organizational
settings. Design of research projects, including problem definition, theory
building, selection of a sample measurement, data analysis, and ethical
considerations.
Prereq: MGMT 611 or equivalent.

MGMT 690. Management Proseminar. 1 Credit.
Contemporary issues in management research. Includes visiting
speakers, resident faculty members, and doctoral students discussing their
research.

Marketing

T. Bettina Cornwell, Department Head
Undergraduate Advising Office
203 Peterson Hall

The Department of Marketing provides undergraduates with
concentration areas in marketing and sports business.

The marketing concentration provides preparation for careers in
marketing management. Examples of such careers include advertising,
social media, professional selling, distribution, and marketing research.
Special attention is given to the contributions of the social sciences and
of quantitative methods to the study of marketing. The program includes
courses on marketing research and strategy, marketing communications,
and consumer behavior.

The sports business concentration addresses the use of sports to
market goods and services. The successful sports marketer must
understand business principles and have a strong sense of how value
is created through marketing programs tied to athletes, teams, leagues,
and organizations. The concentration presents a rigorous academic curriculum in such areas as sponsorship, sports law, and communications
while paying close attention to industry practices and trends. Students
who choose this concentration prepare for careers in team marketing,
sponsor relations, event marketing, and league operations.

Faculty

Joshua T. Beck, assistant professor (marketing strategy, social
influence). BA, 2007, California State, Fullerton; MS, 2012, PhD, 2014,
Washington (Seattle). (2016)

Declan Bolger, instructor (sports marketing). BEd, 1982, London; MS,
1989, Massachusetts, Amherst. (2011)

David M. Boush, professor (marketing management, marketing research,
consumer behavior). BA, 1975, Wisconsin, Madison; MBA, 1977, PhD,
1988, Minnesota, Minneapolis. (1987)

Troy H. Campbell, assistant professor (marketing communications,
consumer behavior, psychology). BA, 2009, California, Irvine; PhD, 2015,

T. Bettina Cornwell, Edwin E. and June Woldt Cone Professor of
Marketing (marketing communications, corporate sponsorship, consumer
behavior). BA, 1981, Florida State; MBA, 1983, PhD, 1988, Texas,
Austin. (2010)

Kay Crider, instructor (marketing, management, business law). BA, 1986,
California, Santa Barbara; JD, 1989, Chicago. (2010)

Conor Henderson, assistant professor (marketing strategy). BA, 2008,

Lynn R. Kahle, professor (consumer behavior, communications). BA,
1973, Concordia; MA, 1974, Pacific Lutheran; PhD, 1977, Nebraska.
(1983)

Robert Madrigal, associate professor (consumer behavior, sports
marketing). BA, 1976, MA, 1979, California State, Chico; PhD, 1990,
Oregon. (1995)

Katie Mercurio, assistant professor (marketing strategy, branding). BS,

Linda L. Price, Philip H. Knight Chair; professor (consumer behavior,
marketing theory, marketing communications). BA, 1974, MBA, 1976,
Wyoming; PhD, 1983, Texas, Austin. (2016)

Roger B. Rutan, instructor (principles of marketing), BBA, 1969, MBA,
1971, Oregon. (2013)

Ellen Schmidt-Devlin, instructor (sports product management, marketing).

Leah Schneider, instructor (marketing communications). BA, 2005,
Brigham Young; PhD, 2016, York. (2015)

Aparna Sundar, assistant professor (marketing research, sports product
marketing, marketing management); BA, 2002, Bangalore; MS, 2008,

Frank Veltri, instructor (consumer behavior, sports marketing, economic
impact). BA, 1978, Mayville State; MS, 1984, Minnesota State; MBA,

Whitney R. Wagoner, senior instructor (sports marketing, corporate
sponsorship, consumer promotions); program manager, Warsaw Sports
(2004)

Douglas L. Wilson, Peter and Molly Powell Distinguished Senior
Instructor of Marketing (business and marketing plan development,

Hong Yuan, associate professor (marketing strategy, marketing research,
(2013)

Jiao Zhang, assistant professor (consumer behavior, judgment, decision
(2014)

Emeriti

Gerald S. Albaum, professor emeritus. BA, 1954, MBA, 1958,
Washington (Seattle); PhD, 1962, Wisconsin, Madison. (1969)
Roger J. Best, professor emeritus. BSEE, 1968, California State Polytechnic; MBA, 1972, California State, Hayward; PhD, 1975, Oregon. (1980)

Michael F. Dore, instructor emeritus (marketing, advertising); director, undergraduate honors. BS, 1971, MBA, 1972, Southern California. (1996)

Anne M. Forrestel, senior instructor emeritus. BA, 1972, Williams College; MS, 1974, MBA, 1985, Michigan, Ann Arbor. (1997)


Dennis Howard, professor emeritus. BS, 1966, Oregon; MS, 1968, Illinois; PhD, 1974, Oregon State. (1970)

Mark M. Phelps, senior instructor emeritus. BS, 1972, JD, 1975, MBA, 1980, Oregon. (1979)


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

• Bachelor of Arts: Business Administration
• Bachelor of Science: Business Administration
• Minor in Business Administration

Undergraduate Programs
Academic Requirements
To earn an undergraduate degree in the Lundquist College of Business, 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 requirements.

The college is firmly committed to an undergraduate degree program in business based on a solid foundation in the arts and sciences. Students may not earn two majors in the Lundquist College of Business; in other words, a student who has an undergraduate degree in business administration cannot earn another undergraduate degree from the college. See the Bachelor’s Degree Requirements section of this catalog for specific requirements for bachelor’s degrees and for general-education and university requirements.

Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors.

For a more detailed explanation of requirements for majors, students should pick up the undergraduate degree programs handout in the Advising Office.

Business Premajor Admission
New students planning to earn a bachelor’s degree in the Lundquist College of Business enter the university as business premajors. Transfer students and university students from other majors may become business premajors by submitting a Request for Addition or Deletion Major form, available in the Advising Office. Students who seek premajor status in business should meet with an advisor in the college if their GPA is below 3.00. Business premajors typically are not eligible to take most 300- and 400-level business courses. Business premajor status does not guarantee admission to the accounting or business administration major.

Business premajors typically spend the first two years fulfilling general education and premajor requirements.

Premajor Requirements
Junior Standing
Course work of 90 or more credits must be complete.

Cumulative GPA Requirement
Guaranteed admission requires a 3.00 cumulative grade point average in all college course work, including transfer work. The college includes all course work when calculating the cumulative GPA for admission to the major.

Holistic Review
Students who have taken all required business premajor course work but fall slightly below the minimum GPA requirements may be considered for admission under a holistic review process. For more details, interested students may visit an academic advisor in 203 Peterson Hall.

English Competence
International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 (paper-based test), 233 (computer-based test), 89 (Internet-based test), an International English Language Testing System (IELTS) score of 7.0, or have completed the Academic English for International Students (AEIS) program.

Business Premajor Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 213</td>
<td>Introduction to Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Microeconomics</td>
<td></td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Macroeconomics</td>
<td></td>
</tr>
</tbody>
</table>

Additional Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 240</td>
<td>Managing Business Information</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td></td>
</tr>
<tr>
<td>&amp; WR 122</td>
<td>and College Composition II</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td></td>
</tr>
<tr>
<td>&amp; WR 123</td>
<td>and College Composition III</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 44
A 3.00 GPA and a minimum grade of C– in core courses are required for guaranteed admission to the major. Premajor requirements must be taken for letter grades. The university limits retaking of courses in which a P or mid-C or better is earned; a petition will be required. When repeating a core course, only the second grade is used in calculating the core GPA. Core courses may be repeated only once (including marks of W, N, F, D, C–).

Must be taken for letter grades and passed with grades of C– or better.

Once admitted to the University of Oregon, premajor core business courses must be taken at the University of Oregon.

Application to the Major

Students must submit a formal application for admission to the major. Students apply for major status one term before they plan to take upper-division business courses.

Applications are due the first week of the term for admission the following term. To be eligible for admission as a major, a student must apply before the term deadline. Applications are not accepted during summer session. Application forms are available on the college website. Students who are completing their final term of business premajor requirements may submit applications.

Bachelor of Arts in Business Administration Degree Requirements

Upper-Division Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Upper-division core courses typically are completed during junior year.

Business Administration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Seven business courses from at least three business departments | 1
| General-education requirements | 54 |
| Nonbusiness breadth requirement courses | 24 |
| Global context courses | 12 |
| Total Credits | 90 |

1 Four of the courses may be taken in one concentration area. Concentrations are optional and do not appear on UO academic transcripts or diplomas.

Courses should be an interrelated and coherent set consistent with the student’s career goals. A nonbusiness minor meets this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Advising Office; assistance in planning individualized programs is available in the advising office.

Courses focus on international, cultural, historical, political, economic, or social issues of a geographic region and the culture of one country or region other than the student’s native country. Language courses beyond the first year satisfy this requirement. Global context plans must be approved by an advisor in the Advising Office.

Concentration: Marketing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 390</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 420</td>
<td>Marketing Communications</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 435</td>
<td>Consumer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 490</td>
<td>Marketing Strategy</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Concentration: Sports Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 390</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>SBUS 450</td>
<td>Sports Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>SBUS 455</td>
<td>Financing Sports Business</td>
<td></td>
</tr>
<tr>
<td>SBUS 452</td>
<td>Sports Sponsorship</td>
<td>4</td>
</tr>
<tr>
<td>SBUS 453</td>
<td>Law and Sports Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Marketing Strategy (MKTG 490) is strongly recommended.

Bachelor of Science in Business Administration Degree Requirements

Upper-Division Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Upper-division core courses typically are completed during junior year.
Business Administration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Seven business courses from at least three business departments ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education requirements</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Nonbusiness breadth requirement courses ²</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Global context courses ³</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

¹ Four of the courses may be taken in one concentration area. Concentrations are optional and do not appear on UO academic transcripts or diplomas.

² Courses should be an interrelated and coherent set consistent with the student’s career goals. A nonbusiness minor meets this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Advising Office; assistance in planning individualized programs is available in the advising office.

³ Courses focus on international, cultural, historical, political, economic, or social issues of a geographic region and the culture of one country or region other than the student’s native country. Language courses beyond the first year satisfy this requirement. Global context plans must be approved by an advisor in the Advising Office.

Concentration: Marketing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 390</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 420</td>
<td>Marketing Communications</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 435</td>
<td>Consumer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 490</td>
<td>Marketing Strategy</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Concentration: Sports Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 390</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>SBUS 450</td>
<td>Sports Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>SBUS 455</td>
<td>Financing Sports Business</td>
<td></td>
</tr>
<tr>
<td>SBUS 452</td>
<td>Sports Sponsorship</td>
<td></td>
</tr>
<tr>
<td>SBUS 453</td>
<td>Law and Sports Marketing</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Marketing Strategy (MKTG 490) is strongly recommended.

Definitions, Limitations, and Policies

Transfer Students

The sequential nature of this program requires careful academic planning. Students who want to transfer to the college are encouraged to meet with an advisor in the Lundquist College of Business early in their academic careers. Students are admitted to the university as business premajors. Once admitted, they may apply for major status in accordance with the procedure described. Applications are due the first Friday of the term for admission the following term.

Second Bachelor’s Degree

A student who has a bachelor’s or master’s degree in a field of business administration may not earn a second bachelor’s degree in business. Students who have earned a nonbusiness degree and want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Second-degree candidates must meet the same admission requirements and follow the same application process described.

Students retain business premajor status until admission requirements are completed or waived because of completed course work. Second-degree students must complete the same upper-division requirements as first-degree candidates. The Second Bachelor’s Degree section of this catalog, under Bachelor’s Degree Requirements, lists university requirements for a second bachelor’s degree; the Undergraduate Advising office has information about Lundquist College requirements.

Residence Requirement

Students must complete a minimum of 44 upper-division credits in regularly scheduled Lundquist College of Business courses. With the department head’s approval, credits may be transferred from other accredited institutions, independent study, or approved courses in other departments. Accounting majors must complete all upper-division accounting courses at the University of Oregon.

Grading

Premajor required courses and upper-division courses must be taken for letter grades and passed with grades of C– or better. See the Registration and Academic Policies section of this catalog for an explanation of the university’s grading systems.

Upper-Division Courses

Courses for the minor are open to nonmajors, and courses for the certificate in international business communication are open to students whose native language is not English. Only admitted majors in the Lundquist College of Business may enroll in all other 300- and 400-level business courses.

Continuous Progress

Students who do not attend the university for an extended period of time after being admitted as a major may be required to reapply for admission and fulfill current major requirements if the UO Catalog for the last year of attendance has expired. See Catalog Expiration and Requirements Policies in the Reader's Guide to the Catalog (p. 4).

Business Administration Minor

All professions and organizations, public and private, operate according to business principles. Earning a minor in business administration prepares students to participate in organizational conversations and become leaders within their future professions. The minor in business administration is open to students from all majors other than business administration and accounting. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students can declare a minor in business administration online at the college’s website, where a checklist of requirements can be found. Advising assistance is available in the Undergraduate Advising office.

Twelve upper-division credits must be taken in the Lundquist College of Business. Upper-division business courses must be taken for letter grades. Students must earn a C– or better in all courses taken for a letter
grade to fulfill minor requirements. When minor requirements have been completed and notification of application for a degree has been received from the Office of the Registrar, the student is cleared for the minor.

### Lower Division

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>or BA 215</td>
<td>Accounting: Language of Business Decisions</td>
<td></td>
</tr>
</tbody>
</table>

### Upper Division

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 315</td>
<td>Economy, Industry, and Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>BA 316</td>
<td>Management: Creating Value through People</td>
<td>4</td>
</tr>
<tr>
<td>BA 317</td>
<td>Marketing: Creating Value for Customers</td>
<td>4</td>
</tr>
<tr>
<td>BA 318</td>
<td>Finance: Creating Value through Capital</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits: 24**

### Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

#### Bachelor of Arts in Business Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

#### Bachelor of Science in Business Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>0</td>
</tr>
</tbody>
</table>
The University of Oregon

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 0

Graduate Programs

Master of Business Administration

302 Peterson Hall
Lillis Business Complex
541-346-3306
541-346-0073 fax

The Lundquist College of Business MBA degree embodies the college’s emphasis on interdisciplinary study, experiential learning, research excellence, and a supportive learning environment.

True to this interdisciplinary focus, the MBA curriculum consists of four tracks: innovation and entrepreneurship, finance and securities analysis, sports business, and sustainable business practices. Building on a common core of foundational courses in accounting, decision sciences, finance, management, and marketing, students must choose one of these curricular tracks when applying to the program.

The four tracks of the MBA curriculum are aligned with the college’s centers—the Lundquist Center for Entrepreneurship, the Finance and Securities Analysis Center, the Center for Sustainable Business Practices, and the James H. Warsaw Sports Marketing Center. The centers not only promote research collaboration among faculty members from different departments, but they also facilitate student interactions with industry professionals and provide practical, real-world learning opportunities. These include internships, business planning ventures, competitions, and one- or two-term consulting projects in the second year. In addition, the Leadership and Communication Center works with students on professional skills assessment, leadership, and team dynamics as well as presentation and other communication skills, beginning with an extended orientation.

Strong faculty involvement and the state-of-the-art facilities of the Lillis Business Complex create an ideal learning environment. An emphasis on group work ensures that students get to know one another and their instructors well. In addition, a strong cohort model aids in developing solid working relationships and strong friendships. Finally, students may choose to enhance their international education by studying abroad in the summer on the Engaging Asia tour.

Virtually all MBA students come to the university with work experience; the average is four years. About one-third are women; two thirds hold a nonbusiness bachelor's degree; and one-fifth are international students. The program draws students from across the United States and 12 to 15 countries.

Two years of full-time study are needed to earn the minimum of 76 credits required for the degree. See Accelerated Program for information about the nine- or 11-month accelerated program. See Administration of the Master’s Degree Programs for admission requirements.

Accelerated Program

The accelerated master’s degree program is intensive, allowing outstanding undergraduate business majors from an institution accredited by the Association to Advance Collegiate Schools of Business (AACSB International) to earn an MBA degree in nine or 11 months (three or four terms) by taking 15 courses (a minimum of 45 credits) in three or four terms. Applicants should have full-time work experience. Students must choose one of the four tracks listed above. Admission is accepted for fall, winter, or spring terms.

Master of Science in Finance

302G Peterson Hall
Lillis Business Complex
541-346-8786

The master of science in finance is a 12-month program with an emphasis on valuation and asset management designed for students who recently graduated with majors in science, technology, engineering, mathematics, business, economics, or equivalent subjects.

The curriculum is designed to provide students with insights from the most advanced theoretical and empirical research in finance while attending quarterly professional development seminars. Through the UO’s Cameron Center for Finance and Securities Analysis, students have the opportunity to practice securities analysis and portfolio management in a live environment with access to the Pacific Northwest's financial, banking, and investment industry.

Program Requirements

The program requires an undergraduate degree in science, technology, engineering, mathematics, business, economics, or equivalent subjects.
Course Requirements

Students complete the program in 12 months (four terms). The curriculum consists of six core courses plus electives, totaling a minimum of 45 credits. The plan of study for the electives is determined by the student and the program director.

Visit the college's master of science in finance website (https://business.uoregon.edu/ms-finance) for more information.

Oregon Executive MBA

200 SW Market St., Suite L101
Portland, Oregon 97201
503-276-3622
866-996-3622 toll free
503-276-3626 fax
oemba.uoregon.edu

The University of Oregon offers the two-year Oregon Executive Master of Business Administration (OEMBA) Program for employed mid- to senior-level executives. Classes are held in Portland every other week. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. Courses are open only to students who apply and are admitted to this program.

Master of Science or Master of Arts

The master of arts (MA) degree in finance, management, marketing, and operations and business analytics and the master of science (MS) degree in management, marketing, and operations and business analytics are awarded exclusively to students who are enrolled in a PhD program. The MA degree requires competence in a second language. The requirements are as follows:

1. Completion of the AACSB International core areas as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without academic preparation in business, completion of the common body of business knowledge usually amounts to satisfying the MBA core courses. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval.
2. Completion of a minimum of 45 graduate credits beyond the MBA core courses. These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken in the college. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management.
   b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field.
   c. A maximum of 15 credits in electives. A maximum of 9 credits of Thesis (503) can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits.
   d. A minimum of 27 graduate credits taken in the Graduate School of Management.
3. Approval of the proposed program of study by a program committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses are taken:
   a. The composition of the program committee must be approved by the director of doctoral programs.
   b. An approved program of study must be submitted before any courses beyond the common body of business knowledge can be taken.
4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses is taken:
   a. The composition of the thesis committee must be approved by the director of doctoral programs. 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 assistant dean for graduate programs before substantial work is undertaken on the thesis.
   c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization courses has been taken.
5. Computer competence. Details of this requirement appear under Undergraduate Programs.

Doctoral Programs

Interdisciplinary training is provided in consumer behavior (topics include judgment and decision-making, affect and emotion, values and lifestyles, social identification, and consumer response to deceptive marketing practices) or marketing strategy (topics include advertising, public policy, satisfaction and service recovery, sports marketing and corporate sponsorship, and marketer-consumer coproduction).

The student's program must satisfy the requirements of the Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program requires four to five years of work while in residence on the Eugene campus.

PhD Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Five or more graduate-level statistics courses</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Three graduate-level economics, mathematics, or behavioral science courses</td>
<td>3</td>
</tr>
</tbody>
</table>

1. The department specifies the courses. At least three courses must be taken at the University of Oregon after admission to the doctoral program.
2. Grades of mid-B or better are required; none of these courses may be taken pass/no pass. These courses may be taken outside the Lundquist College of Business. At least three courses must be completed at the university after admission to the doctoral program.
Courses in these areas of study are subject to final approval by the student's advisory committee and the director of doctoral programs. Each course used to meet this area requirement must be passed with a grade of mid-B or better, and at least two courses must be completed at the university after admission to the doctoral program.

Competence in Specialty
Students are expected to master the literature and techniques in their area of concentration, prepare to write an acceptable dissertation, and perform high-quality research. Competence is demonstrated by passing a departmental written comprehensive examination and by successfully completing one or more required research papers. The department specifies the number of required papers. To be eligible to take a comprehensive examination, students must have completed most of the course work required in the area.

Competence in Statistics and Research Methods
If the department requires an examination in statistics and research methods, it is administered and graded by a committee that includes at least two operations and business analytics faculty members appointed by the director of doctoral programs.

Examinations
Students must pass one written comprehensive examination in their area of concentration. Examinations are graded high pass, pass, or no pass. For examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted.

In the event of failure, a student may be allowed to retake a comprehensive examination or predesignated subpart one time, at the discretion of the department in which the student is majoring. Normally, the examination or predesignated subpart should be retaken during the term following the initial attempt, but it may be taken no sooner than two months after the initial attempt. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the PhD program.

Advancement to Candidacy
The student is advanced to candidacy for the PhD degree after satisfying the preceding requirements and upon recommendation by his or her advisory committee to the Lundquist College of Business and to the Graduate School. Advancement must occur no later than three years after the student's entry into the doctoral program.

Dissertation
The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Lundquist College of Business and the Graduate School of the university. This committee includes at least three regular faculty members of the college and at least one member from outside the college. The chair of the committee serves as the student's primary dissertation advisor. Before the dissertation topic is accepted by the dissertation committee, the student makes an 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 four years of the student's advancement to candidacy. Upon petition to and approval by the PhD program committee and the Graduate School, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student's comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade Point Average (GPA)
The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from Program
A student's participation in the PhD program may be terminated under one or more of the following conditions:

- failure to make satisfactory progress toward advancement to candidacy
- a GPA below 3.00 for two consecutive terms
- failure to complete a dissertation within four years after advancement to candidacy

The decision to terminate will be made by the director of the PhD program after consultation with the PhD coordinator and faculty members of the department in which the student is majoring.

A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file. The student has the right to appeal the termination decision by submitting a petition to the senior associate dean for academic affairs.

Waivers
Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate's program committee, the PhD program committee, and the director of PhD programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

Courses

MKTG 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

MKTG 311. Marketing Management. 4 Credits.
Product, price, promotion, and distribution decisions in consumer and industrial markets. Market segmentation, product positioning for goods and services. Marketing strategy and management. Product life cycles. Students cannot receive credit for both MKTG 311 and MKTG 311H.

MKTG 311H. Marketing Management. 4 Credits.
Explores marketing strategy and tactics for profit and nonprofit organizations including start-ups and global firms. Uses cases and projects; requires intense student participation. Students cannot receive credit for both MKTG 311 and MKTG 311H.
Prereq: open only to students in the LCB honors program.
MKTG 390. Marketing Research. 4 Credits.
Design, implementation, analysis, interpretation, and reporting of research for marketing decisions. Hands-on experience with techniques for data collection, statistical data analysis, and communication of results. Prereq: MKTG 311.

MKTG 401. Research: [Topic]. 1-21 Credits.
Repeatable.

MKTG 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

MKTG 406. Special Problems: [Topic]. 1-4 Credits.
Repeatable.

MKTG 407. Seminar: [Topic]. 4 Credits.
Repeatable.

MKTG 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.

MKTG 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. Recent topics include Marketing and Sustainability, Sales Management and Personal Selling.

MKTG 420. Marketing Communications. 4 Credits.
Advertising, sales promotions, public relations, and personal selling. Emerging communication media. Legal regulations and ethical considerations in mass media advertising. Media planning and promotional budgets. Prereq: MKTG 311.

MKTG 435. Consumer Behavior. 4 Credits.
Applications of social science concepts to the understanding of consumers and to the optimal delivery of products and services. Prereq: MKTG 311.

MKTG 445. Entrepreneurial Marketing. 4 Credits.
Techniques for analyzing and developing new markets. Pricing, communicating, and distributing new products or services with limited resources. Developing marketing plans for new ventures. Prereq: MKTG 311.

MKTG 470. International Marketing. 4 Credits.
Analysis and development of marketing strategy and tactics for multinational and global markets. Prereq: one from BA 317, MKTG 311, 311H.

MKTG 490. Marketing Strategy. 4 Credits.
Capstone marketing course. Primary focus on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. Prereq: MKTG 390; MKTG 420 or SBUS 452.

MKTG 503. Thesis. 1-16 Credits.
Repeatable.

MKTG 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. A recent topic includes Marketing and Sustainability.

MKTG 601. Research: [Topic]. 1-16 Credits.
Repeatable.

MKTG 603. Dissertation. 1-16 Credits.
Repeatable.

MKTG 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

MKTG 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

MKTG 608. Special Topics: [Topic]. 1-12 Credits.
Repeatable.

MKTG 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

MKTG 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Recent topics include New Product Development, Brand Strategy.

MKTG 612. Marketing Management. 3 Credits.
Marketing Management addresses market analysis and segmentation, targeting, and positioning. Emphasis is on marketing strategies designed to deliver superior customer value and achieve organizational objectives.

MKTG 660. Marketing Research. 3 Credits.
Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting research results. Prereq: completion of first-year MBA core.

MKTG 665. Marketing Strategy. 3 Credits.
Relationship between marketing and other functional areas of a business. Emphasis on case analysis as a means of acquiring both planning and operational skills. Prereq: completion of first-year MBA core.

MKTG 687. Theory and Research in Marketing Management. 3 Credits.
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.

MKTG 689. Theory and Research in Consumer Behavior. 3 Credits.
The applicability of behavioral theories and methodologies to the understanding of the consumption process. Prereq: doctoral standing.

Courses

SBUS 199. Special Studies: [Topic]. 1-4 Credits.
Repeatable. Recent topics include Sports, Business, and Society.

SBUS 401. Research: [Topic]. 1-4 Credits.
Repeatable.

SBUS 405. Readings and Conference: [Topic]. 1-4 Credits.
Repeatable.

SBUS 406. Special Problems: [Topic]. 1-4 Credits.
Repeatable.

SBUS 407. Seminar: [Topic]. 4 Credits.
Repeatable.

SBUS 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

SBUS 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

SBUS 450. Sports Marketing. 4 Credits.
Essentials of effective sports marketing. Includes research, segmentation, product development, pricing, licensing, and communication channels such as advertising, sales promotion, and publicity. Prereq: MKTG 311.
SBUS 452. Sports Sponsorship. 4 Credits.
Detailed consideration of the relationship between sports and corporate sponsorship programs. Focuses on alignment marketing, sponsor value, and sponsorship evaluation.
Prereq: MKTG 311 or 311H.

SBUS 453. Law and Sports Marketing. 4 Credits.
Law and sports marketing, including contracts, legal aspects of licensing, relations with agents, intellectual properties law. Public policy issues.
Prereq: MKTG 311 or 311H.

SBUS 455. Financing Sports Business. 4 Credits.
Revenue sources for sports organizations. Includes conventional sources (e.g., tax support, bonds, ticket, media, concession sales) and innovations (e.g., initial public offerings, seat licenses, naming rights).
Prereq: MKTG 311 or 311H.

SBUS 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

SBUS 601. Research: [Topic]. 1-4 Credits.
Repeatable.

SBUS 605. Reading: [Topic]. 1-4 Credits.
Repeatable.

SBUS 607. Seminar: [Topic]. 1-4 Credits.
Repeatable.

SBUS 608. Special Topics: [Topic]. 1-4 Credits.
Repeatable.

SBUS 609. Practicum: [Topic]. 1-9 Credits.
Repeatable.

SBUS 610. Experimental Course: [Topic]. 3 Credits.

SBUS 645. Sports Product. 3 Credits.
Examines the companies and organizations of the international sports product industry: manufacturing innovation, company management, branding, retail and wholesale.

SBUS 650. Marketing Sports Properties. 3 Credits.
Examines essentials of effective sports marketing. Includes product or property development, legal aspects, segmentation, pricing, and communication channels (e.g., broadcast media).
Prereq: completion of first-year M.B.A. core.

SBUS 652. Sports Sponsorship Alliances. 3 Credits.
Detailed consideration of the relation between sports, law, and corporate sponsorship programs. Focuses on alignment marketing issues, strategic communication through sponsorship, sponsor value, and sponsorship valuation.
Prereq: completion of first-year MBA core.

SBUS 653. Legal Aspects of Sports Business. 3 Credits.
Examines social responsibility and legal concepts in sports management including constitutional regulatory powers, individual participation rights, drug testing, antitrust, labor rights, intellectual property rights, sponsorships, product and event liability.

SBUS 655. Economic Aspects of Sports. 3 Credits.
Comprehensive coverage of traditional and innovative revenue methods available to sports organizations from public and private sources. Detailed consideration of venue-based income sources (e.g., premium seating, permanent seat licenses).
Prereq: completion of first-year MBA core.

---

The University of Oregon

Faculty


Zhibin Yang, associate professor (operations management, supply-chain risk management, supply contract design). BS, 1994, Southwest


Emeriti
Larry E. Richards, associate professor emeritus. BA, 1962, MBA, 1963, Washington (Seattle); PhD, 1969, California, Los Angeles. (1966)

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

- Bachelor of Arts: Business Administration
- Bachelor of Science: Business Administration
- Minor in Business Administration

Undergraduate Programs

Academic Requirements

To earn an undergraduate degree in the Lundquist College of Business, 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 requirements.

The college is firmly committed to an undergraduate degree program in business based on a solid foundation in the arts and sciences. Students may not earn two majors in the Lundquist College of Business; in other words, a student who has an undergraduate degree in business administration cannot earn another undergraduate degree from the college. See the Bachelor's Degree Requirements section of this catalog for specific requirements for bachelor's degrees and for general-education and university requirements.

Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors.

For a more detailed explanation of requirements for majors, students should pick up the undergraduate degree programs handout in the Advising Office.

Business Premajor Admission

New students planning to earn a bachelor's degree in the Lundquist College of Business enter the university as business premajors. Transfer students and university students from other majors may become business premajors by submitting a Request for Addition or Deletion Major form, available in the Advising Office. Students who seek premajor status in business should meet with an advisor in the college if their GPA is below 3.00. Business premajors typically are not eligible to take most 300- and 400-level business courses. Business premajor status does not guarantee admission to the accounting or business administration major.

Business premajors typically spend the first two years fulfilling general education and premajor requirements.

Premajor Requirements

Junior Standing

Course work of 90 or more credits must be complete.

Cumulative GPA Requirement

Guaranteed admission requires a 3.00 cumulative grade point average in all college course work, including transfer work. The college includes all course work when calculating the cumulative GPA for admission to the major.

Holistic Review

Students who have taken all required business premajor course work but fall slightly below the minimum GPA requirements may be considered for admission under a holistic review process. For more details, interested students may visit an academic advisor in 203 Peterson Hall.

English Competence

International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 (paper-based test), 233 (computer-based test), 89 (Internet-based test), an International English Language Testing System (IELTS) score of 7.0, or have completed the Academic English for International Students (AEIS) program.

Business Premajor Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 213</td>
<td>Introduction to Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>BA 240</td>
<td>Managing Business Information</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following: 8

| WR 121 & WR 122 | College Composition I & College Composition II |
| WR 121 & WR 123 | College Composition I & College Composition III |

Total Credits 44

1. A 3.00 GPA and a minimum grade of C– in core courses are required for guaranteed admission to the major. Premajor requirements must be taken for letter grades. The university limits retaking of courses in which a P or mid-C or better is earned; a petition will be required. When repeating a core course, only the second grade is used in calculating the core GPA. Core courses may be repeated only once (including marks of W, N, F, D, C–).

2. Must be taken for letter grades and passed with grades of C– or better.
Once admitted to the University of Oregon, premajor core business courses must be taken at the University of Oregon.

Application to the Major

Students must submit a formal application for admission to the major. Students apply for major status one term before they plan to take upper-division business courses.

Applications are due the first week of the term for admission the following term. To be eligible for admission as a major, a student must apply before the term deadline. Applications are not accepted during summer session. Application forms are available on the college website. Students who are completing their final term of business premajor requirements may submit applications.

Bachelor of Arts in Business Administration

Degree Requirements

Upper-Division Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 40

Upper-division core courses typically are completed during junior year.

Business Administration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Four of the courses may be taken in one concentration area. Concentrations are optional and do not appear on UO academic transcripts or diplomas.

Bachelor of Science in Business Administration Degree Requirements

Upper-Division Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 311</td>
<td>Economic Foundations of Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 311</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 316</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 321</td>
<td>Managing Organizations</td>
<td>4</td>
</tr>
<tr>
<td>BE 325</td>
<td>Global, Legal, Social Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>OBA 330</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>OBA 335</td>
<td>Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>OBA 340</td>
<td>Business Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Leadership and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 40

Upper-division core courses typically are completed during junior year.

Business Administration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Seven business courses from at least three business departments 1

Concentration: Operations and Business Analytics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBA 433</td>
<td>Information Analysis for Managerial Decisions</td>
<td>4</td>
</tr>
<tr>
<td>OBA 444</td>
<td>Business Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>OBA 466</td>
<td>Project and Operations Management Models</td>
<td>4</td>
</tr>
<tr>
<td>OBA 477</td>
<td>Supply-Chain Operations and Information</td>
<td>4</td>
</tr>
<tr>
<td>OBA 488</td>
<td>E-Business</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 36

Courses focus on international, cultural, historical, political, economic, or social issues of a geographic region and the culture of one country or region other than the student’s native country. Language courses beyond the first year satisfy this requirement. Global context plans must be approved by an advisor in the Advising Office.

4

The 400-level courses are typically taken in the senior year.
Courses should be an interrelated and coherent set consistent with the student’s career goals. A nonbusiness minor meets this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Advising Office; assistance in planning individualized programs is available in the advising office.

Courses focus on international, cultural, historical, political, economic, or social issues of a geographic region and the culture of one country or region other than the student’s native country. Language courses beyond the first year satisfy this requirement. Global context plans must be approved by an advisor in the Advising Office.

### Concentration: Operations and Business Analytics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBA 433</td>
<td>Information Analysis for Managerial Decisions</td>
<td>4</td>
</tr>
<tr>
<td>OBA 444</td>
<td>Business Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>OBA 466</td>
<td>Project and Operations Management Models</td>
<td>4</td>
</tr>
<tr>
<td>OBA 477</td>
<td>Supply-Chain Operations and Information</td>
<td>4</td>
</tr>
<tr>
<td>OBA 488</td>
<td>E-Business</td>
<td>4</td>
</tr>
</tbody>
</table>

Select four of the following: 16

Total Credits 36

The 400-level courses are typically taken in the senior year.

### Definitions, Limitations, and Policies

#### Transfer Students

The sequential nature of this program requires careful academic planning. Students who want to transfer to the college are encouraged to meet with an advisor in the Lundquist College of Business early in their academic careers. Students are admitted to the university as business premajors. Once admitted, they may apply for major status in accordance with the procedure described. Applications are due the first Friday of the term for admission the following term.

#### Second Bachelor’s Degree

A student who has a bachelor's or master's degree in a field of business administration may not earn a second bachelor's degree in business. Students who have earned a nonbusiness degree and want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Second-degree candidates must meet the same admission requirements and follow the same application process described.

Students retain business premajor status until admission requirements are completed or waived because of completed course work. Second-degree students must complete the same upper-division requirements as first-degree candidates. The Second Bachelor’s Degree section of this catalog, under Bachelor's Degree Requirements, lists university requirements for a second bachelor's degree; the Undergraduate Advising office has information about Lundquist College requirements.

#### Residence Requirement

Students must complete a minimum of 44 upper-division credits in regularly scheduled Lundquist College of Business courses. With the department head’s approval, credits may be transferred from other accredited institutions, independent study, or approved courses in other departments. Accounting majors must complete all upper-division accounting courses at the University of Oregon.

#### Grading

Premajor required courses and upper-division courses must be taken for letter grades and passed with grades of C– or better. See the Registration and Academic Policies section of this catalog for an explanation of the university’s grading systems.

#### Upper-Division Courses

Courses for the minor are open to nonmajors, and courses for the certificate in international business communication are open to students whose native language is not English. Only admitted majors in the Lundquist College of Business may enroll in all other 300- and 400-level business courses.

#### Continuous Progress

Students who do not attend the university for an extended period of time after being admitted as a major may be required to reapply for admission and fulfill current major requirements if the UO Catalog for the last year of attendance has expired. See Catalog Expiration and Requirements Policies in the Reader's Guide to the Catalog (p. 4).

### Business Administration Minor

All professions and organizations, public and private, operate according to business principles. Earning a minor in business administration prepares students to participate in organizational conversations and become leaders within their future professions. The minor in business administration is open to students from all majors other than business administration and accounting. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students can declare a minor in business administration online at the college’s website, where a checklist of requirements can be found. Advising assistance is available in the Undergraduate Advising office.

Twelve upper-division credits must be taken in the Lundquist College of Business. Upper-division business courses must be taken for letter grades. Students must earn a C– or better in all courses taken for a letter grade to fulfill minor requirements. When minor requirements have been completed and notification of application for a degree has been received from the Office of the Registrar, the student is cleared for the minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>or BA 215</td>
<td>Accounting: Language of Business Decisions</td>
<td></td>
</tr>
</tbody>
</table>

**Lower Division**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 315</td>
<td>Economy, Industry, and Competitive Analysis</td>
<td>4</td>
</tr>
<tr>
<td>BA 316</td>
<td>Management: Creating Value through People</td>
<td>4</td>
</tr>
<tr>
<td>BA 317</td>
<td>Marketing: Creating Value for Customers</td>
<td>4</td>
</tr>
<tr>
<td>BA 318</td>
<td>Finance: Creating Value through Capital</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**

24
Four-Year Degree Plan

The University of Oregon

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Business Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Introduction to Accounting I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus for Business and Social Science I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 213</td>
<td>Introduction to Accounting II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 242</td>
<td>Calculus for Business and Social Science II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 240</td>
<td>Managing Business Information</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

| **Second Year** | | | |
| **Fall** | | | |
| First term of first-year second-language sequence | | 4 | |
| EC 201 | Introduction to Economic Analysis: Macroeconomics | 4 | |
| | General education group-satisfying courses | 8 | |
| **Credits** | | 16 | |
| **Winter** | | | |
| Second term of first-year second-language sequence | | 4 | |
| EC 202 | Introduction to Economic Analysis: Macroeconomics | 4 | |
| | General education group-satisfying courses | 8 | |
| **Credits** | | 16 | |
| **Third Year** | | | |
| **Fall** | | | |
| First term of second-year second-language sequence | | 4 | |
| BA 352 | Leadership and Communication | 4 | |
| OBA 330 | Business Statistics | 4 | |
| MKTG 311 | Marketing Management | 4 | |
| **Credits** | | 16 | |
| **Winter** | | | |
| Second term of second-year second-language sequence | | 4 | |
| MGMT 321 | Managing Organizations | 4 | |
| OBA 335 | Operations Management | 4 | |
| FIN 311 | Economic Foundations of Competitive Analysis | 4 | |
| **Credits** | | 16 | |
| **Spring** | | | |
| Third term of second-year second-language sequence | | 4 | |
| OBA 340 | Business Information Systems | 4 | |
| | Global context course requirement is satisfied | | |
| FIN 316 | Financial Management | 4 | |
| **Credits** | | 16 | |
### Bachelor of Science in Business Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 453</td>
<td>Business Strategy and Planning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Programs

#### Master of Business Administration

302 Peterson Hall  
Lillis Business Complex  
541-346-3306  
541-346-0073 fax

The Lundquist College of Business MBA degree embodies the college’s emphasis on interdisciplinary study, experiential learning, research excellence, and a supportive learning environment.

True to this interdisciplinary focus, the MBA curriculum consists of four tracks: innovation and entrepreneurship, finance and securities analysis, sports business, and sustainable business practices. Building on a common core of foundational courses in accounting, decision sciences, finance, management, and marketing, students must choose one of these curricular tracks when applying to the program.

The four tracks of the MBA curriculum are aligned with the college’s centers—the Lundquist Center for Entrepreneurship, the Finance and Securities Analysis Center, the Center for Sustainable Business Practices, and the James H. Warsaw Sports Marketing Center. The centers not only promote research collaboration among faculty members from different departments, but they also facilitate student interactions with industry professionals and provide practical, real-world learning experiences.

- Master of Business Administration
- Master of Arts
- Master of Science
- Doctor of Philosophy
opportunities. These include internships, business planning ventures, competitions, and one- or two-term consulting projects in the second year. In addition, the Leadership and Communication Center works with students on professional skills assessment, leadership, and team dynamics as well as presentation and other communication skills, beginning with an extended orientation.

Strong faculty involvement and the state-of-the-art facilities of the Lillis Business Complex create an ideal learning environment. An emphasis on group work ensures that students get to know one another and their instructors well. In addition, a strong cohort model aids in developing solid working relationships and strong friendships. Finally, students may choose to enhance their international education by studying abroad in the summer on the Engaging Asia tour.

Virtually all MBA students come to the university with work experience; the average is four years. About one-third are women; two thirds hold a nonbusiness bachelor’s degree; and one-fifth are international students. The program draws students from across the United States and 12 to 15 countries.

Two years of full-time study are needed to earn the minimum of 76 credits required for the degree. See Accelerated Program for information about the nine- or 11-month accelerated program. See Administration of the Master’s Degree Programs for admission requirements.

Accelerated Program
The accelerated master’s degree program is intensive, allowing outstanding undergraduate business majors from an institution accredited by the Association to Advance Collegiate Schools of Business (AACSB International) to earn an MBA degree in nine or 11 months (three or four terms) by taking 15 courses (a minimum of 45 credits) in three or four terms. Applicants should have full-time work experience. Students must choose one of the four tracks listed above. Admission is accepted for fall, winter, or spring terms.

Master of Science in Finance
302G Peterson Hall
Lillis Business Complex
541-346-8786
The master of science in finance is a 12-month program with an emphasis on valuation and asset management designed for students who recently graduated with majors in science, technology, engineering, mathematics, business, economics, or equivalent subjects.

The curriculum is designed to provide students with insights from the most advanced theoretical and empirical research in finance while attending quarterly professional development seminars. Through the UO’s Cameron Center for Finance and Securities Analysis, students have the opportunity to practice securities analysis and portfolio management in a live environment with access to the Pacific Northwest’s financial, banking, and investment industry.

Program Requirements
The program requires an undergraduate degree in science, technology, engineering, mathematics, business, economics, or equivalent subjects.

Course Requirements
Students complete the program in 12 months (four terms). The curriculum consists of six core courses plus electives, totaling a minimum of 45 credits. The plan of study for the electives is determined by the student and the program director.

Visit the college’s master of science in finance website (https://business.uoregon.edu/ms-finance) for more information.

Oregon Executive MBA
200 SW Market St., Suite L101
Portland, Oregon 97201
503-276-3622
866-996-3622 toll free
503-276-3626 fax
oemba.uoregon.edu
oemba@uoregon.edu (oemba@oemba.uoregon.edu)

The University of Oregon offers the two-year Oregon Executive Master of Business Administration (OEMBA) Program for employed mid- to senior-level executives. Classes are held in Portland every other week. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. Courses are open only to students who apply and are admitted to this program.

Master of Science or Master of Arts
The master of arts (MA) degree in finance, management, marketing, and operations and business analytics and the master of science (MS) degree in management, marketing, and operations and business analytics are awarded exclusively to students who are enrolled in a PhD program. The MA degree requires competence in a second language. The requirements are as follows:

1. Completion of the AACSB International core areas as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without academic preparation in business, completion of the common body of business knowledge usually amounts to satisfying the MBA core courses. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval

2. Completion of a minimum of 45 graduate credits beyond the MBA core courses. These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken in the college. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management
   b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field
   c. A maximum of 15 credits in electives. A maximum of 9 credits of Thesis (503) can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits
   d. A minimum of 27 graduate credits taken in the Graduate School of Management

3. Approval of the proposed program of study by a program committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses are taken:
1. The composition of the program committee must be approved by the director of doctoral programs.
2. An approved program of study must be submitted before any courses beyond the common body of business knowledge can be taken.

4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses is taken.
   a. The composition of the thesis committee must be approved by the director of doctoral programs. 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 assistant dean for graduate programs before substantial work is undertaken on the thesis.
   c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization courses has been taken.

5. Computer competence. Details of this requirement appear under Undergraduate Programs.

**Doctoral Programs**

The emphasis of the PhD in operations and business analytics is on supply-chain coordination and risk management, operations-marketing interface and retail operations, sustainable operations and supply-chain management, service operations, strategic pricing, and revenue management.

The student’s program must satisfy the requirements of the Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program typically requires four years of postmaster’s degree work while in residence on the Eugene campus.

**PhD Degree Requirements**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three econometrics and advanced statistics-probability courses</td>
</tr>
<tr>
<td>Four optimization method courses</td>
</tr>
<tr>
<td>Three foundations of economic analysis courses</td>
</tr>
<tr>
<td>Two advanced mathematical tool courses</td>
</tr>
</tbody>
</table>

**Supporting Courses**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four courses from among accounting, finance, marketing, statistics, operations management, microeconomics, and linear algebra</td>
</tr>
</tbody>
</table>

1. Students are required to take at least twelve core courses passed with grades of B− or better; none of these courses may be taken pass/no pass. They may be taken outside the Lundquist College subject to the approval of the faculty advisor. At least eight courses must be completed at the UO after admission to the doctoral program.

2. Courses must be passed with a grade of mid-B or better. At least two courses must be completed at the UO after admission to the doctoral program.

**Advancement to Candidacy**

Students are advanced to candidacy for the PhD degree after satisfying the preceding requirements and upon recommendation by their advisory committee to the Lundquist College of Business and to the Graduate School. Advancement must occur no later than three years after the student’s entry into the doctoral program.

**Examinations**

Students must pass one written comprehensive examination in their primary area. Examinations are graded high pass, pass, or no pass. For examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted.

In the event of failure, a student may be allowed to retake a comprehensive examination or predesignated subpart one time, at the discretion of the department in which the student is majoring. Typically, the examination or predesignated subpart should be taken during the term following the initial attempt, but it may be taken no sooner than two months after the initial attempt. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the PhD program.

**Dissertation**

The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Lundquist College of Business and the Graduate School of the university. This committee includes at least three regular faculty members of the college and at least one member from outside the college. The chair of the committee serves as the student’s primary dissertation advisor. Before the dissertation topic is accepted by the dissertation committee, the student makes a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate’s file.

The dissertation must be completed within four years of the student’s advancement to candidacy. Upon petition to and approval by the PhD program committee and the Graduate School, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student’s comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

**Grade Point Average (GPA)**

The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.
Termination from Program

A student's participation in the PhD program may be terminated under one or more of the following conditions:

- failure to make satisfactory progress toward advancement to candidacy
- a GPA below 3.00 for two consecutive terms
- failure to complete a dissertation within four years after advancement to candidacy

The decision to terminate will be made by the director of the PhD program after consultation with the PhD coordinator and faculty members of the department in which the student is majoring.

A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file. The student has the right to appeal the termination decision by submitting a petition to the senior associate dean for academic affairs.

Waivers

Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate’s program committee, the PhD program committee, and the director of PhD programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

- International Business Communication letter of mastery
- Certificate in Global Management

International Business Communication

International students may earn a letter certifying mastery in international business communication. This program, directed by Ron Severson, is open to all undergraduate international students of any major; the two cross-cultural courses are open to domestic students as well.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 361</td>
<td>Cross-Cultural Business Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA 362</td>
<td>Effective Business Writing</td>
<td>4</td>
</tr>
<tr>
<td>BA 363</td>
<td>Effective Business Presentations</td>
<td>4</td>
</tr>
<tr>
<td>BA 364</td>
<td>International Business Research</td>
<td>4</td>
</tr>
<tr>
<td>BA 365</td>
<td>Cross-Cultural Negotiation</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 20

Certificate in Global Management

Lundquist College of Business students may earn a certificate in global management. Study abroad is highly recommended. Additional information is available in the Advising Office.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 463</td>
<td>International Finance</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 420</td>
<td>Managing in a Global Economy</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 470</td>
<td>International Marketing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Approved nonbusiness courses relating to an international theme</td>
<td>24</td>
</tr>
</tbody>
</table>

Total Credits 36

Courses

OBA 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.

OBA 330. Business Statistics. 4 Credits.
Computer-aided business applications of hypothesis testing, simple linear regression. Introduction to multiple regression and nonparametric techniques. Blocked and completely randomized one- and two-factor experimental designs. Students cannot receive credit for both OBA 330 and OBA 330H.

OBA 330H. Business Statistics. 4 Credits.
Review of hypothesis testing and confidence intervals. Regression analysis: computer-aided model formulation and diagnostic testing. Making decisions under uncertainty. Students cannot receive credit for both OBA 330 and OBA 330H. Prereq: open only to students in the LCB honors program.

OBA 335. Operations Management. 4 Credits.
Concepts and applications of operations management. Use of information technology in operations. Topics include forecasting, quality, supply chain management, information systems in operations management, and planning and scheduling. Students cannot receive credit for both OBA 335 and OBA 335H. Pre- or coreq: OBA 330.

OBA 335H. Operations Management. 4 Credits.
Planning and control of manufacturing and service operations with an emphasis on supply chain management. Students cannot receive credit for both OBA 335 and OBA 335H. Pre/coreq: OBA 330 or OBA 330H. Open only to students in the LCB honors program.

OBA 340. Business Information Systems. 4 Credits.
Explores standard protocols for describing and modeling business information and processes; techniques for designing management information systems; criteria for analyzing firms' implementations of information technology. Students cannot receive credit for both OBA 340 and OBA 340H.

OBA 340H. Business Information Systems. 4 Credits.
Explores standard protocols for describing and modeling business information and processes; techniques for designing management information systems; criteria for analyzing firms' implementations of information technology. Students may not receive credit for both OBA 340 and OBA 340H. Prereq: open only to students in the LCB honors program.

OBA 401. Research: [Topic]. 1-21 Credits. Repeatable.

OBA 403. Thesis. 1-6 Credits. Repeatable.

OBA 405. Reading and Conference: [Topic]. 1-3 Credits. Repeatable.

OBA 406. Special Problems: [Topic]. 1-4 Credits. Repeatable.

OBA 407. Seminar: [Topic]. 1-4 Credits. Repeatable.

OBA 409. Practicum: [Topic]. 1-6 Credits. Repeatable.

OBA 410. Experimental Course: [Topic]. 1-4 Credits. Repeatable. Recent topics include Service Operations, Business Analytics, Analyzing Big Data.
OBA 433. Information Analysis for Managerial Decisions. 4 Credits.
Leveraging information to manage risk and improve decisions; data-driven approaches for discovering business trends and strategic opportunities, including techniques for data-mining and analyzing empirical data.
Prereq: OBA 330.

OBA 444. Business Database Management Systems. 4 Credits.
Techniques for structuring and storing business data; primary focus on relational database theory, with applied skills for business users, including data warehouses, reporting, and normalization.
Prereq: OBA 340 or OBA 340H.

OBA 466. Project and Operations Management Models. 4 Credits.
Frameworks and solutions for managing complex projects and operations; implementing optimal strategies for producing profitable new products and services in the competitive global business environment.
Prereq: OBA 335 or 335H.

OBA 477. Supply-Chain Operations and Information. 4 Credits.
Strategic and tactical issues pertaining to the distribution and delivery of products and services. Methodologies and systems for designing, tracking, and managing complex global operations.
Prereq: OBA 335 or 335H.

OBA 488. E-Business. 4 Credits.
Fundamental principles of electronic business; effect of e-business on business strategies, processes, customers, and suppliers; assessing the impact of e-business technologies on firm performance.
Prereq: OBA 340 or OBA 340H.

OBA 503. Thesis. 1-16 Credits.
Repeatable.

OBA 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. Recent topics include Service Operations, Business Analytics, Analyzing Big Data.

OBA 533. Information Analysis for Managerial Decisions. 4 Credits.
Leveraging information to manage risk and improve decisions; data-driven approaches for discovering business trends and strategic opportunities, including techniques for data-mining and analyzing empirical data.
Prereq: all MBA core courses.

OBA 544. Business Database Management Systems. 4 Credits.
Techniques for structuring and storing business data; primary focus on relational database theory, with applied skills for business users, including data warehouses, reporting, and normalization.
Prereq: all MBA core courses.

OBA 566. Project and Operations Management Models. 4 Credits.
Frameworks and solutions for managing complex projects and operations; implementing optimal strategies for producing profitable new products and services in the competitive global business environment.
Prereq: all MBA core courses.

OBA 577. Supply-Chain Operations and Information. 4 Credits.
Strategic and tactical issues pertaining to the distribution and delivery of products and services. Methodologies and systems for designing, tracking, and managing complex global operations.
Prereq: all MBA core courses.

OBA 588. E-Business. 4 Credits.
Fundamental principles of electronic business; effect of e-business on business strategies, processes, customers, and suppliers; assessing the impact of e-business technologies on firm performance.
Prereq: all MBA core courses.

OBA 601. Research: [Topic]. 1-16 Credits.
Repeatable.

OBA 603. Dissertation. 1-16 Credits.
Repeatable.

OBA 605. Reading and Conference: [Topic]. 1-3 Credits.
Repeatable.

OBA 607. Seminar: [Topic]. 1-3 Credits.
Repeatable.

OBA 608. Special Topics: [Topic]. 1-12 Credits.
Repeatable.

OBA 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

OBA 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

OBA 612. Quantitative Methods for Managers. 3 Credits.
Concepts and techniques of analytic decision making, sampling and statistical inference, and regression analysis.

OBA 613. Operations Management. 3 Credits.
Overview of the managerial issues associated with production and delivery of goods and services. Includes the use of quantitative modeling and several case studies in operations.

College of Design
Christoph Lindner, Dean
(541) 346-3631
105 Lawrence Hall

Founded in 1914, the College of Design is a collaborative community dedicated to environmental sustainability, civic responsibility, creativity and innovation, international understanding, and cross-disciplinary education. The college (formerly the School of Architecture and Allied Arts) has degree programs in Eugene and Portland. Its goal is to provide students with the skills and mentorship needed to tackle complex global challenges in the 21st century.

The college is composed of three schools and one independent department:

- School of Architecture and Environment
- School of Art and Design
- School of Planning, Public Policy and Management
- Department of the History of Art and Architecture

Programs
Undergraduate students may major in architecture; art (including nine media areas); art history; interior architecture; landscape architecture; planning, public policy and management; and product design. In addition, the college offers minors in architecture, art, art history, historic preservation, interior architecture, landscape architecture, multimedia, nonprofit administration, and planning, public policy and management.

Graduate programs offered include architecture, art, art history, historic preservation, interior architecture, landscape architecture, nonprofit management, public administration, sports product design, among others.

In addition, the college offers advanced study opportunities in architecture, historic preservation, product design, and sports product design at the University of Oregon in Portland, located at the historic...
White Stag Block. Research initiatives in urban design, housing, historic preservation, energy studies, and design are led by faculty members in partnership with area professionals, governmental leaders, and nonprofit agencies.

Admission
Admission to the major or the minor, degree requirements, and course offerings are described in the department sections. Freshman and transfer students must meet University of Oregon requirements for admission to College of Design departments and programs. Work submitted for transfer credit must be approved by the major department. Please note that some majors have several application cycles a year and some invite current students to apply to the major on a rolling admission cycle.

Student Services
The Student Services office aids students in College of Design disciplines as they endeavor to develop career goals and job-search strategies. The office collaborates with both administrative and academic units to provide comprehensive career services including vocational counseling, professional mentoring, group presentations, workshops, job fairs, and an annual career symposium.

Technology and Facilities
Students in the College of Design learn to explore new ideas through a combination of traditional methods and experimental techniques. The college provides access to a full array of computing applications through its instructional and research laboratories located in Eugene and Portland. A technical staff maintains these resources as well as shared large-scale color plotters and high-resolution printers. Technical support is available through Information Services, College of Design Technology Services, and informal peer consulting. Lecture rooms, studios, classrooms, and review rooms are networked (wired and wireless) to support instructional technology on Windows and Macintosh operating system workstations. The university provides server accounts for e-mail and web pages and maintains a high-speed computer network.

Facilities include classrooms, studio spaces, laboratories, workshops, galleries, a branch of UO Libraries, and the Urban Farm.

Research, Scholarship, and Creative Work
Faculty members in the environmental design and planning fields are active in professional practices, design competitions, and theoretical studies. Faculty members in the arts participate nationally and internationally in exhibitions of their creative work. Scholarly work in art history, planning, and public administration has produced significant publications and enhanced human understanding in those fields.

The College of Design faculty participates in many of the university’s interdisciplinary research centers, institutes, and initiatives including the Sustainable Cities Initiative, the Center for Latino and Latin American Studies, the Community Service Center, and the Institute for a Sustainable Environment, among others.

The John Yeon Center for Architecture and the Landscape fosters research and appreciation of architecture, interior design, historic preservation, art, and landscape architecture by students, faculty members, professional architects, and designers. The program is responsible for the preservation of several significant historic and cultural properties designed by John Yeon through generous gifts. The Shire, a unique landscape designed by John Yeon, occupies a 75-acre waterfront site in Skamania County, Washington, in the heart of the scenic Columbia River Gorge, directly across from Multnomah Falls. It provides an educational site for the study of landscape preservation, design, ecology, and management that creates opportunities for individuals and study groups to engage in research and discussion of landscape architecture, planning, conservation, and preservation issues associated with the Columbia River Gorge, the Pacific Northwest region, and the nation.

Premajors and Nonmajors
Many courses are open to majors outside the College of Design or to students who have not yet declared a major. The college offers a range of general-education, group-satisfying courses as well as courses that satisfy multicultural requirements. In addition, students may access art and digital arts studio offerings as nonmajors, provided the appropriate course prerequisites have been completed. These courses include the following:

College of Design
DSGN 321 Inclusive Urbanism 4

Department of Architecture
ARCH 201 Introduction to Architecture 4

Department of Art
ART 101 Understanding Contemporary Media 4
ART 111 The Artist Experience 4
ART 115 Surface, Space, and Time 4
ART 233 Drawing I 4

Arts and Administration Program
AAD 250 Art and Human Values 4
AAD 251 The Arts and Visual Literacy 4
AAD 252 Art and Gender 4
AAD 301 Understanding Arts and Creative Sectors 4

Department of the History of Art and Architecture
ARH 101 Global Masterpieces: Monuments in Context 4
ARH 204–206 History of Western Art I-III 12
ARH 208 History of Chinese Art 4
ARH 209 History of Japanese Art 4
ARH 210 Contemporary Asian Art and Architecture 4
ARH 314–315 History of Western Architecture I-II 8
ARH 322 Art of Ancient Greece 4
ARH 323 Art of Ancient Rome 4
ARH 351 19th-Century Art 4
ARH 353 Modern Art, 1880–1950 4
ARH 354 Contemporary Art 4
ARH 358 History of Design 4
ARH 359 History of Photography 4
ARH 387 Chinese Buddhist Art 4
ARH 463/563 Native American Architecture 4
ARH 488/588 Japanese Prints 4
Interior Architecture Program
IARC 204  Understanding Contemporary Interiors  4

Department of Landscape Architecture
LA 260  Understanding Landscapes  4
LA 333  Photography and Environmental Values  4
LA 375  Contemporary American Landscape  4

School of Planning, Public Policy and Management
PPPM 201  Introduction to Public Policy  4
PPPM 202  Healthy Communities  4
PPPM 205  Introduction to City Planning  4
PPPM 280  Introduction to the Nonprofit Sector  4
PPPM 340  Climate-Change Policy  4

Department of Product Design
PD 101  Introduction to Product Design  4

Courses
DSGN 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.
DSGN 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.
DSGN 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
DSGN 321. Inclusive Urbanism. 4 Credits.
Investigates the relationship between social-economic inclusion and the physical form of cities.
DSGN 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
DSGN 401. Research: [Topic]. 1-21 Credits.
Repeatable.
DSGN 404. Internship: [Topic]. 1-12 Credits.
Repeatable when topics change.
DSGN 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.
DSGN 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.
DSGN 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.
DSGN 408. Workshop: [Topic]. 1-21 Credits.
Repeatable when topics change.
DSGN 409. Practicum: [Topic]. 1-5 Credits.
Repeatable when topics change.
DSGN 425. Reflective Practice. 2 Credits.
Use of research in developing professional vision statements, portfolios, and synthesis papers that reflect on academic, internship, practicum, or field experiences. Identifies possibilities for future professional trajectories.

Architecture
Judith Sheine, Department Head
541-346-3656
210 Lawrence Hall
1206 University of Oregon
Eugene, Oregon 97403-1206

Portland Architecture Programs
70 NW Couch St.
Portland, Oregon 97209
503-412-3718

The Study of Architecture
Architectural Education
The purpose of studying architecture is to learn how to make physical changes to our surroundings that enhance the quality of the built environment and our experience of life. Within this broad purpose, architectural study and practice include the tasks of providing shelter and environmental protection, providing appropriate settings for human activities, and creating forms that are aesthetically pleasing and supportive of social well-being.

The Department of Architecture includes the Interior Architecture Program (p. 636) and maintains close ties with other departments in the College of Design. Architecture faculty members believe that the interdisciplinary cooperation of environmentally concerned fields is important to the study of architecture and continually seek new ways to learn from one another.

A central part of architectural education is the design studio, where students learn by doing through experience with the design of buildings. This kind of learning is demanding, and students are expected to be committed and able to work independently and responsibly toward program and course objectives. In the design studio, continuous evaluation and response are the basic learning modes.

The department sets high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent-study courses.
Preparation

Architecture is an inclusive art, bringing together a variety of disciplines. Students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Students are also encouraged to travel and broaden their experiences related to environmental design.

Summer Architecture Academy

The department’s Summer Architecture Academy offers prospective undergraduate and graduate students a chance to experience architecture, landscape architecture, and interior architecture study in an intensive four-week residential program on the UO campus in Eugene. Workshops, lectures, demonstrations, and field trips complement daily studio work. Information about the Summer Architecture Academy (http://architecture.uoregon.edu/summeracademy) may be obtained on the department website.

Design Camp

The College of Design offers a summer career exploration program for college-bound students at the school’s facilities in the White Stag Block in downtown Portland. Students explore architecture, product design, and the digital arts in the city and in the studio. Information about Design Camp (https://aaa.uoregon.edu/portland/design-camp-2014) may be obtained on the website or by calling the College of Design in Portland.

Guest Instructors, Lecturers, and Critics

The Department of Architecture has an extensive program of visiting instructors, lecturers, and critics who are brought to the school each year. The program includes the Pietro Belluschi Distinguished Visiting Professor in Architectural Design.

Careers

Although most students prepare for professional registration and internship with practicing architects, others choose careers in allied fields such as construction management, environmental policy development, urban and community planning, architectural programming, and facilities management.

Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the bachelor of architecture, the master of architecture, and the doctor of architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of architecture and master of architecture degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

At the University of Oregon, both the bachelor of architecture (BArch) and the master of architecture (MArch) degree programs are accredited by NAAB. The next accreditation review for all programs is 2021.

The postprofessional master of science in architecture (MS) degree program and the PhD degree program are not accredited. Admission to these programs is restricted to applicants who already hold a NAAB-accredited degree or the international equivalent.

Internship and Licensure

In the United States, the title “architect” is legally restricted to individuals licensed by the state where they are registered to practice architecture. State governments use guidelines established by the National Council of Architectural Registration Boards (NCARB) to license architects. The specific requirements for education, experience, and eligibility to take the Architectural Registration Examination vary by state. In most states, including Oregon, completion of the Intern Development Program and an NCARB certificate is required preparation for licensure.

The Architecture Curriculum

The professional curriculum in architecture has two principal objectives:

1. broad inquiry into the integrative nature of environmental design and
2. a comprehensive professional education that develops the ability to design built environments ranging from intimate personal spaces to cities.

Curriculum requirements are published in the UO Catalog and in the department’s Advising Handbook, which includes sample course sequences, grading policies, an explanation of how students’ progress is monitored through the program, and other advising information. Each student is assigned a faculty advisor and encouraged to consult that advisor for specific information.

Professional Curriculum

The professional curriculum of the bachelor of architecture (BArch) program and the master of architecture (MArch) programs, Track I and Track II, include required architectural design studios and architectural subject courses. In addition, each program’s curriculum is supplemented by professional electives.

Architectural Design

The architectural design studio is a social and interactive workplace where students work cooperatively with their peers under the guidance of faculty members with frequent input from practicing architects and experts as well as representatives of communities served by the studio’s design explorations. Through design projects, students learn to respond to complex environmental and cultural contexts through the exploration of architectural form. Introductory studios emphasize creativity, design communication skills, and critical thinking fundamental to the design process; intermediate studios emphasize integration of architectural subjects with design; advanced studios emphasize comprehensive integration of these elements. Student performance in all design studios is graded on a pass/no pass basis and evaluated through final reviews, written evaluations, and exit interviews with faculty members.

Design credit may be earned only through participation in design studios. BArch and MArch Track I students are required to complete 64 design studio credits. MArch Track II students are required to complete 40 design studio credits.
Architectural Subjects
Subject courses develop theory, knowledge, and skills in architecture and related disciplines, with an emphasis on learning architectural subjects in the context of design. This course work develops design skills and examines the influences of place, human activity, spatial order, structure, construction, environmental control, professional practice, and history on the practice of architecture.

Residence Requirements
For transfer students to earn the bachelor of architecture or master of architecture degree, the following minimum course work must be successfully completed in residence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 485/585</td>
<td>Advanced Architectural Design I</td>
<td>8</td>
</tr>
<tr>
<td>ARCH 486/586</td>
<td>Advanced Architectural Design II</td>
<td>8</td>
</tr>
<tr>
<td>Design</td>
<td>two additional terms of architectural design</td>
<td>12</td>
</tr>
<tr>
<td>Architecture subjects</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Upper-division, writing-intensive, general electives that delve into the literature of academic subjects outside the subject areas of architecture and interior architecture</td>
<td>(undergraduates only)</td>
<td>16</td>
</tr>
</tbody>
</table>

Leave of Absence

University Policy
Graduate students should see the Continuous Enrollment statement in the Graduate School section of this catalog. Undergraduate students should contact the UO admissions office to learn how withdrawal from the university affects residency status.

Departmental Policy
Undergraduate and graduate students may interrupt the course of study for various reasons. In order for the department to plan for maximum use of resources, students must file a leave-of-absence form with the department indicating the expected date of return. Leave-of-absence status is renewable. Undergraduates may accumulate up to a total of two years of leave; they must file a departmental leave-of-absence agreement and submit a reenrollment card to the Office of the Registrar. Graduate students may accumulate up to a total of one year of leave; they must file a Graduate School leave-of-absence form, available online, and a departmental agreement, available on the department website. If the limits on accumulated leave are exceeded or the leave-of-absence terms of agreement are not met, major status may be revoked. Students who do not file a leave-of-absence agreement form with the department cannot be guaranteed access to design studio courses the year they return.

Computer Literacy Requirement
Introductory architecture courses presume knowledge of computer operations, general-use software, and Internet communications. Students lacking preparation may draw on resources at A&AA Technology Services, the University Teaching and Learning Center, the Library and Learning Commons, or Information Technology services. By the end of their first year in the bachelor’s or master’s program, students are expected to have achieved basic literacy in computer graphics as an integrated tool for architectural design—diagramming, two-dimensional drawing, image processing, three-dimensional modeling, accurate sun casting, parametric modeling, and presentation methods. Students must have an awareness of building information modeling, digital fabrication, building performance analysis software, and geographic information systems.

Students are required to have a high-speed laptop computer and a specified complement of software. Each year the department reviews its software and hardware recommendations. Minimum hardware specifications and software requirements (http://aaatech.uoregon.edu/purchasing/student) are posted on the department website.

Mathematics and Physics Literacy Requirement
Students are required to pass a diagnostic examination to show that they have a working knowledge of prerequisite math and physics subjects prior to enrolling in Structural Behavior (ARCH 461) or Structural Behavior (ARCH 561). Students who do not take (or do not pass) the examination are required to take a weeklong review course offered during the week prior to the start of fall term. In some cases, based on examination results, students may only be required to attend certain days of the review course.

Off-Campus Study
Students may participate in off-campus study programs hosted by the Department of Architecture, the Historic Preservation Program, the Department of Landscape Architecture, and the Office of International Affairs. The department has an exchange program in Stuttgart, Germany, and a close relationship with the Danish International Studies Program in Copenhagen.

Portland, Oregon
The department maintains an extension of its NAAB-accredited professional and postprofessional graduate programs at the University of Oregon in Portland, where advanced graduate and undergraduate architecture students may study. Students in the master of science or master of architecture Track II programs may complete all studies in residence in Portland or take courses in Eugene and Portland.

The University of Oregon’s Portland facility, housed in the historic White Stag Block, includes studio spaces, classrooms, a fabrication shop, a computing lab, review rooms, and a library. Portland students also have access to the resources on the Eugene campus, including scholarships and financial aid. Through provisions of the Oregon University System, students in Portland may enroll in courses and use libraries at other state-system universities.

Portland is an ideal laboratory for the exploration and study of real problems in urban design and architecture. Civic and regional issues are actively studied and tested in the design studios, in courses, and through research opportunities. The school maintains strong ties with Portland’s professional community of architects, planners, and developers. Additional enrichment is provided through the department’s sponsorship of professional and public events. Students may take advantage of Portland’s status as a major center for architectural and interior design services by seeking practicum experience or internships in local firms and organizations. The program provides interested students with opportunities to contribute to urban design projects for government agencies and nonprofit organizations in the Portland area.

Rome, Italy
The Department of Architecture and the Department of the History of Art and Architecture offer an interdisciplinary summer program in Rome, housed in the Palazzo Cenci in the historic center of the city. Rome
serves as the laboratory for courses in the areas of architectural design, media, art history, and architectural history. Students live in apartments within a short walk to the facility. This program is open to majors only; architecture and interior architecture majors who have successfully completed at least four design studios are eligible to take the studio component.

**Vancouver, British Columbia**

This architecture and urban design program offered in the spring and based on Granville Island—one of the world’s great public spaces—in the heart of this multicultural, dynamic metropolis and seaport. Emily Carr University of Art and Design is the host institution for the program, with design studio and support facilities located in their Granville Island buildings. Student housing is located in Vancouver’s colorful West End and at Jericho Beach, along the West Point Grey waterfront. Students follow an integrated, design-based curriculum of four coordinated courses: an architectural design studio, a kinetic architecture seminar, an urban design and programming seminar, and an advanced 3-D digital modeling course.

**Vicenza, Italy**

This architecture program, offered in the spring, is based in the town of Vicenza in the Veneto region of Italy. The program is housed in the heart of Vicenza, where students have access to studio and seminar spaces, a library, and student lounge. The curriculum includes studio, media, and seminar courses designed for advanced architecture, interior architecture, and landscape architecture majors.

**Stuttgart, Germany**

A small number of Oregon students change places with students in the architecture programs in Stuttgart, Germany. BArch students in their third or fourth year and MArch Track I and II students who have a full year of study remaining after the exchange year are eligible. German language proficiency is required.

**Danish International Studies Program**

Architecture and interior architecture students travel to Copenhagen to participate in the program. Summer, fall, and academic-year options are offered. Credits are automatically transferred and financial aid is available. Instruction is in English.

**Registering for Study Abroad Courses**

Students in University of Oregon study-abroad programs enroll in courses with subject codes that are unique to individual programs. Upon completion of a program, the credits earned are transferred to fulfill the appropriate degree requirements. See Study Abroad (p. 923) in the Supplementary Academic Programming section of this catalog for more information.

**Faculty**


Nancy Yen-Wen Cheng, associate professor (design, digital media); director, Portland Architecture Program. BA, 1983, Yale; MArch, 1990, Harvard; reg. architect, Massachusetts; NCARB certificate; member, American Institute of Architects. (1996)

Donald B. Corner, professor (design, construction systems, housing production). BA, 1970, Dartmouth; MArch, 1974, California, Berkeley; reg. architect, Massachusetts. (1979)


Howard Davis, professor (design, urban vernacular architecture, culturally sustainable urban districts); director, graduate studies. BS, 1968, Cooper Union; MS, 1970, Northwestern; MArch, 1974, California, Berkeley; Association of Collegiate Schools of Architecture Distinguished Professor. (1986)


Stephen F. Duff, associate professor (design; structures, construction, and design-build; naval architecture). BA, 1985, Washington (Seattle); MArch, 1988, MS, 1993, California, Berkeley. (1994)


Michael E. Fifield, professor (design, housing, urban design). BA, 1973, California, Berkeley; MArch, 1980, California, Los Angeles; reg. architect, Oregon, Arizona, Idaho; NCARB certificate; fellow, American Institute of Architects; member, American Institute of Certified Planners. (1998)


Donald Genasci, professor (history and theory, architecture and urban design). BArch, 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; MA, 1974, Essex; reg. architect, Oregon, NCARB certificate; Architects’ Registration Council of the United Kingdom. (1977)

Mark Gillem, professor (urban design, social and cultural factors in design). BArch, 1989, Kansas; MArch, 1996, PhD, 2004, California, Berkeley; reg. architect, California, South Dakota; NCARB certificate; member, American Institute of Architects, American Institute of Certified Planners. (2005)

James W. Givens, senior instructor (design, design theory and process). BArch, 1985, MArch, 1989, Oregon. (1986)


Nico Larco, associate professor (design, urban design, suburban development). BA, BArch, 1996, Cornell; MArch, MCP, 2001, California, Berkeley; reg. architect, Massachusetts, NCARB certificate. (2005)


Brook Muller, associate professor (design theory, environmentally responsive architecture); associate dean for academic affairs. BA, 1987, Brown; MArch, 1992, Oregon. (2004)


Otto P. Poticha, adjunct associate professor (design, architectural practice, community involvement in physical change). BS, 1958, Cincinnati; reg. architect, California, Colorado, Illinois (inactive), New Mexico, Oregon, Virginia (inactive), Washington, Washington, D.C. (inactive); NCARB certificate; fellow, American Institute of Architects. (1962)


Judith E. Sheine, professor (design, history and theory, housing); department head. AB, 1975, Brown; MArch, 1979, Princeton; reg. architect, California. (2012)

Alison B. Snyder, associate professor (design, urban-rural vernacular culture, ancient and modern sacred space and light); director, Interior Architecture Program. BA, 1982, Washington (St. Louis); MArch, 1987, Columbia; reg. architect, New York, Pennsylvania, New Jersey (inactive). (1997)


Robert L. Thallon, associate professor (design, media, construction); associate dean for administration. BA, 1966, California, Berkeley; MArch, 1973, Oregon; reg. architect, Oregon, California. (1979)

Roxi Thoren, associate professor. See Landscape Architecture.


Glenda Fravel Utsey, associate professor (design, site-specific process and skill development, settlement patterns); associate head, student affairs. BArch, 1971, MLA, 1977, Oregon. (1981)

Kevin G. Van Den Wymelenberg, associate professor.

Daisy-O’lice Ida Williams, associate professor (design, design communications); BS, 2002, MArch, 2005, Florida A&M. (2011)


**Courtesy**

Edward Allen, courtesy professor (technical teaching program). BArch, 1962, Minnesota; MArch, 1964, California, Berkeley; reg. architect, Massachusetts. (2001)

**Emeriti**

Stanley W. Bryan, professor emeritus. BArch, 1947, Washington (Seattle); MArch, 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California; member, Construction Specifications Institute. (1955)


Rosaria Flores Hodgdon, associate professor emerita. Arch. Dipl., 1946, University of Naples; reg. architect, Massachusetts. (1972)

Earl E. Moursund, professor emeritus. BS, 1949, Texas; MArch, 1951, Cranbrook Academy of Art; reg. architect, Texas. (1955)


Donald L. Petting, associate professor emeritus; assistant dean, architecture and allied arts. BArch, 1962, Illinois; MArch, 1963, California, Berkeley; reg. architect, Oregon, Washington. (1963)


Guntis Plesums, professor emeritus. BArch, 1961, Minnesota; MArch, 1964, Massachusetts Institute of Technology; reg. architect, Oregon, New York. (1969)

John S. Reynolds, professor emeritus. BArch, 1962, Illinois; MArch, 1967, Massachusetts Institute of Technology; reg. architect, Oregon; fellow,
Undergraduate Studies

Undergraduate programs include the bachelor of architecture (BArch) degree and the minor in architecture. The five-year professional BArch degree program is highly structured the first two years and more flexible the last three. This flexibility allows each student to establish a study sequence according to individual interests and needs. Transfer students should be aware that an accelerated program is normally possible only for students who transfer from an NAAB-accredited architecture program.

Prospective applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission).

Major Requirements: 231 credits

The bachelor’s degree program includes requirements for a liberal education.

General-Education Requirements for Professional School Majors

Select one of the following:

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121 &amp; WR 122</td>
<td>8</td>
</tr>
<tr>
<td>WR 121 &amp; WR 123</td>
<td>8</td>
</tr>
<tr>
<td>ARH 314 or ARH 315</td>
<td>4</td>
</tr>
<tr>
<td>gened:1: Select two arts and letters courses</td>
<td>8</td>
</tr>
<tr>
<td>gened:2: Select three social science courses</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 201–202</td>
<td>8</td>
</tr>
<tr>
<td>gened:science: Select one science course</td>
<td>4</td>
</tr>
<tr>
<td>gened:RAC: Select two multicultural requirements from different categories, if not met in other courses</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Credits 52

Additional Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives 1</td>
<td>27</td>
</tr>
<tr>
<td>Upper-division writing-intensive electives 2</td>
<td>16</td>
</tr>
</tbody>
</table>

Total Credits 43

\[1\] Electives enable students to study general subjects beyond university group requirements and continue liberal studies beyond introductory courses.

\[2\] These courses delve into the literature of academic subjects outside the subject areas of architecture and interior architecture. The upper-division electives may not be courses in performance, service, weekend seminar, human development, or leisure studies.

Professional BArch Requirements: 144 credits

Introductory Architectural Design Studios

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 283–284</td>
<td>12</td>
</tr>
<tr>
<td>ARCH 383–384</td>
<td>12</td>
</tr>
</tbody>
</table>

Intermediate Architectural Design Studios

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 484</td>
<td>24</td>
</tr>
</tbody>
</table>

Advanced Architectural Design Studios

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 485–486</td>
<td>16</td>
</tr>
</tbody>
</table>

Architectural Design Skills

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 201</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 202</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 222</td>
<td>4</td>
</tr>
</tbody>
</table>

Architectural Design Theory and Practice

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 430</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 440</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 450</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 461</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 462</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 470</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 471</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 491–492</td>
<td>8</td>
</tr>
<tr>
<td>ARCH 417</td>
<td>4</td>
</tr>
</tbody>
</table>

Architectural History

Select one of the following:

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 314</td>
<td>4</td>
</tr>
<tr>
<td>ARH 315</td>
<td>4</td>
</tr>
<tr>
<td>ARH 314–315</td>
<td>4</td>
</tr>
</tbody>
</table>

Approved 400-level courses in architectural history (see Architecture History sequence options on department website)

Architectural Electives

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced building technology elective</td>
<td>4</td>
</tr>
<tr>
<td>400-level ARCH or IARC courses</td>
<td>3</td>
</tr>
<tr>
<td>Approved 400-level courses in allied fields</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 144

1. LA 489 Site Planning and Design, IARC 484 Interior Design, or IARC 486 Furniture Design may be substituted for one of the required ARCH 484 Architectural Design studios.

A sample plan for the bachelor of architecture degree (http://architecture.uoregon.edu/programs/b.arch) is available on the department website.
Minor Requirements: 26 credits

ARCH 201 Introduction to Architecture 4
ARCH 484 Architectural Design (only required for interior architecture and landscape architecture majors) 6

Electives (see table below; any students outside of interior architecture and landscape architecture must take 22 credits of electives) 16

Total Credits 26

1 ARCH 484 Architectural Design is a course that may not be taken by students outside of the Department of Architecture, with the exception of landscape architecture students.

Electives

ARCH 430 Architectural Contexts: Place and Culture 4
ARCH 435 Principles of Urban Design 4
ARCH 436 Theory of Urban Design I 3
ARCH 438 Housing Prototypes 3
ARCH 439 Minimal Dwelling 3
ARCH 440 Human Context of Design 4
ARCH 491 Environmental Control Systems I 4
ARCH 492 Environmental Control Systems II 4
ARH 314 History of World Architecture I 4
ARH 315 History of World Architecture II 4

Undergraduates who are enrolled in any major can apply to the minor. Completed applications including supporting academic records and a curriculum worksheet are submitted to the Department of Architecture office. Applicants are notified when their applications have been approved. Because the department’s first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register if space is available after the needs of majors have been met. Space for enrollment in the minor program is limited.

Undergraduate Admission

Interest in the program exceeds the capacity of the department. Approximately equal numbers of first-year and transfer (including change-of-major) applicants are admitted to the first year of the bachelor of architecture program each year. A smaller number of applicants from other NAAB-accredited or recognized programs are admitted as advanced transfer students. Prospective students should review application requirements posted online during the fall, well before application deadlines (see Application Deadlines in the Admissions section of this catalog). January 15 is the deadline for completion of both the department and university applications. Applications are reviewed and accepted only once each year. Admission notices are e-mailed by April 1.

Admission to the BArch major program is through a selective review that focuses on three attributes: creative potential, academic capability, and potential for contribution to the program through diversity of background, experience, maturity, or demonstrated motivation. Students are expected to submit specific materials supporting each of these attributes (academic records, essays, recommendations, and a portfolio of creative work). Applicants need not have prior course work in building design, but they are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design). Experience with crafts and construction may also demonstrate evidence of creative potential.

Accepted applicants must be academically secure. To be considered, applicants must submit SAT scores, and first-year applicants should have grades and scores that meet the following criteria:

1. High school grade point average (GPA)—3.25
2. Total of all SAT I sections—1650 (Verbal–Critical Reading SAT I—550; Mathematics SAT I—550; Writing SAT I—550)

Test of English as a Foreign Language (TOEFL) scores are required for students whose first language is not English; a minimum total score of 575 (paper-based test) or 88 (Internet-based test).

Transfer applicants (those with at least 30 college credits) must have a minimum college or university GPA of 3.00 and meet the other criteria listed above for first-year applicants.

Prospective applicants to the BArch degree program or the minor in architecture (http://architecture.uoregon.edu/programs/minors) may find information about the program and application requirements on the department website (http://architecture.uoregon.edu).

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.
Graduate Studies

There are three graduate degree programs in architecture: the professional master of architecture (MArch) degree, the postprofessional master of science in architecture (MS) degree, and the doctor of philosophy (PhD) degree. Graduate certificate programs (http://architecture.uoregon.edu/programs/certificates) sponsored by the department include ecological design, museum studies, new media and culture, Oregon leadership in sustainability, and technical teaching in architecture. Students interested in pursuing a concurrent master’s degree in interior architecture (http://architecture.uoregon.edu/programs/concurrent) may find information about the combined degree requirements and application procedures on the Department of Architecture website.

Students enrolled in the master of science degree program must take a minimum of 45 graduate credits, of which 30 must be in architecture and 9 must be at the 600 level. The PhD degree program consists of a minimum of 66 graduate-level credits, including at least 50 credits in the Department of Architecture. These degree programs do not have a graded-credit requirement, although students who enroll for graded credits must maintain a 3.00 minimum GPA. Additional requirements for each program are listed below.

Professional Master of Architecture Degree Requirements

The professional, NAAB-accredited master of architecture (MArch) degree program prepares students for careers in architectural practice and careers in allied professions that contribute to shaping the built environment.

The department offers two tracks of study, both of which lead to the MArch degree. Track I typically takes ten terms to complete and requires 144 credits. Track II is a six-term advanced placement program that requires approximately 87 credits (the exact number determined on the basis of individual evaluation of prior course work at the time of admission).

Track I students typically complete all or most of the MArch degree program requirements at the University of Oregon, and begin the program the summer before their first full academic year of study. Students with bachelor’s degrees (BA, BS) other than a preprofessional degree in architecture must apply to the Track I program.

Students with degrees in related design disciplines (e.g., landscape architecture, interior architecture, environmental design, or architecture degrees from programs at schools that are not accredited) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior studio work. Track I students may apply to transfer to Portland after completing the introductory design studio sequence in Eugene.

Track II is for applicants who have a four-year preprofessional degree in architecture from an institution where the four-year degree is part of a “four plus two” NAAB-accredited degree program. Students admitted into Track II begin their studies fall term. Applicants who have a four-year preprofessional degree in an environmental design discipline and an equivalent amount of professional studio and course work may be considered for Track II. Track II students must fulfill the same professional curriculum requirements as the Track I program, but are admitted with advanced standing in studio and subject-area courses. The extent of this advanced standing is determined by the department before beginning the program. This preliminary evaluation of course waivers is provisional, pending satisfactory completion of three terms in residence.

MArch Track I

Introductory Architectural Design Studios

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 680</td>
<td>Introductory Graduate Design</td>
</tr>
<tr>
<td>&amp; ARCH 681</td>
<td>and Introductory Graduate Design</td>
</tr>
<tr>
<td>&amp; ARCH 682</td>
<td>and Introductory Graduate Design</td>
</tr>
</tbody>
</table>

Intermediate Architectural Design Studios

- **Master of Architecture** (p. 591)
- **Master of Science** (p. 592)
- **Doctor of Philosophy** (p. 593)
- **Certificate in Ecological Design** (p. 594)
- **Certificate in Technical Teaching in Architecture** (p. 594)
**MArch Track I Sample Plan of Study**

**Architecture Design Theory and Practice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 530</td>
<td>Architectural Contexts: Place and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 540</td>
<td>Human Context of Design</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 550</td>
<td>Spatial Composition</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 561</td>
<td>Structural Behavior</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 562</td>
<td>Wood and Steel Building Systems</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 570</td>
<td>Building Construction</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 571</td>
<td>Building Enclosure</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 591</td>
<td>Environmental Control Systems I</td>
<td>8</td>
</tr>
<tr>
<td>ARCH 592</td>
<td>Environmental Control Systems II</td>
<td>8</td>
</tr>
<tr>
<td>ARCH 517</td>
<td>Context of the Architectural Profession</td>
<td>4</td>
</tr>
</tbody>
</table>

**Architectural Electives**

- Approved 500- or 600-level courses in architectural history:
  - Architectural History:
    - Approved 500- or 600-level courses in architectural history: 12
- Architectural Electives:
  - Advanced building technology elective: 4
  - Approved 500- or 600-level courses in allied fields: 9

**Total Credits** = 114

1. LA 589 Site Planning and Design, IARC 584 Interior Design, or IARC 586 Furniture Design may be substituted for one of the required ARCH 584 Architectural Design studios.

2. Students must take at least one course in each of the following historical periods: ancient, Renaissance, and modern.

Of the required 144 credits, 15 credits must be applied to an advanced study cluster (http://architecture.uoregon.edu/current/m.arch-cluster) or 16 credits must be applied to a specialization. This work may include an independent research project.

**MArch Track II**

**Intermediate Architectural Design Studios**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 584</td>
<td>Architectural Design (repeatable studio for all professional-degree students)</td>
<td>12</td>
</tr>
<tr>
<td>ARCH 683</td>
<td>Graduate Architectural Design: Track II</td>
<td>6</td>
</tr>
</tbody>
</table>

**Advanced Architectural Design Studios**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 585</td>
<td>Advanced Architectural Design I</td>
<td>16</td>
</tr>
<tr>
<td>ARCH 586</td>
<td>and Advanced Architectural Design II</td>
<td></td>
</tr>
</tbody>
</table>

**Architectural Design Skills**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 611</td>
<td>Graduate Design Process</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 523</td>
<td>Media for Design Development: [Topic]</td>
<td>3</td>
</tr>
</tbody>
</table>

**Architectural Design Theory and Practice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 530</td>
<td>Architectural Contexts: Place and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 540</td>
<td>Human Context of Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**Advanced Building Technology Elective**

- Approved 500- or 600-level courses in architectural history:
  - Architectural Electives:
    - Advanced building technology elective: 4
    - 500- or 600-level ARCH or IARC courses: 9
    - Approved 500- or 600-level courses in allied fields: 9

**Total Credits** = 114

1. LA 589 Site Planning and Design, IARC 584 Interior Design, or IARC 586 Furniture Design may be substituted for one of the required ARCH 584 Architectural Design studios.

Of the required 87 credits done in residence, 15 credits must be applied to an advanced study cluster (http://architecture.uoregon.edu/current/m.arch-cluster) or 16 credits must be applied to a specialization. This work may include an independent research project.

Students admitted into the Track II program are expected to have completed professional courses in building technology, architectural history, architectural design, and other subject areas in their undergraduate degree program. Students with insufficient preparation may be admitted with deficiencies. Satisfaction of the specific deficiencies may require additional course work for the degree. Students intending to enroll in the Track II program in Portland may be required to fulfill deficiencies on the Eugene campus before they may commence study in Portland.

**Postprofessional Master of Science Degree Requirements**

The master of science degree program provides an opportunity for advanced study and contribution to knowledge in the field through the thesis. It leads to the master of science in architecture (MS) as a postprofessional degree and applicants must have, or expect to complete, a professional degree in architecture to be eligible for the MS program. Students complete a minimum of four terms in residence and are required to complete 9 credits in ARCH 503 Thesis or Terminal Project (ARCH 619). Students in this program are expected to develop an individual research topic in one or more of the following areas of faculty research:

1. Building environments: quality, function and aesthetics
2. Sustainable cities and settlements, livable communities, urban design, housing design
3. Green technologies, high-performance envelopes, net-zero buildings, eco-districts
4. Craft and fabrication: green building materials and products
5. Behavioral factors: cultural, social, and economic sustainability
6. Raising levels of occupant and community member perception, performance, and health
7. Design modeling, simulations, and communications
8. Architectural and urban history, preservation, adaptive reuse

The postprofessional MS curriculum focuses on individual research that draws from professional and general university courses and consultation with the student’s advisor and thesis committee. For more information about the thesis, see the Graduate School section of this catalog.

Doctor of Philosophy Requirements

The PhD degree program focuses on sustainable design, addressing the needs of the profession as society faces the environmental impact of its cities. It prepares students for careers at universities and other institutions engaged in research related to sustainable design, such as national research laboratories, industry research and development, public agencies, and nongovernment organizations. PhD students address research topics that encompass spatial, environmental, historical, social, political, technical, and economic factors. In addition to a rigorous understanding of building performance, aspects of sustainable community development, and broader social processes and policies, each student is expected to demonstrate an understanding of theory and research in a related focus area. Completion of the program requires demonstrated excellence through original contributions to the field. Depending on background and research goals, students can expect to complete the degree in three to six years, with four to five years being most typical. There is a minimum residency of two years of full-time graduate work at the Eugene campus.

The program supports advanced study in the following areas:

- Design and policy for sustainable cities and livable communities
- Design for climate change and adaptation
- Cultural, social, and economic sustainability
- Net-zero building and eco-district design
- Resource forecasting and simulation of place and building performance
- Energy-efficient, adaptive reuse of existing buildings
- Indoor environmental quality and occupant health
- High-performance building envelopes and green technologies
- Life-cycle building analysis design and modeling

Students are required to satisfy university PhD requirements explained in the Graduate School section of this catalog and on the Graduate School website. Degree requirements include the following:

- Five required theory and research courses that address qualitative and quantitative studies of environmental and building design and the planning processes that shape them
- 4 credits of supervised college teaching
- Additional course work in two focus areas, one within the department and one in a different department or program to develop knowledge of a second discipline that supports the student’s research (e.g., anthropology, architectural history, biology, ecology, education, landscape architecture, planning theory, urban geography). Courses are selected in consultation with a faculty advisor
- A written comprehensive exam followed by an oral comprehensive exam upon completion of course work, typically at the end of the second year. After the student has passed both the written and oral comprehensive exams, he or she will be advanced to candidacy
- A dissertation proposal typically submitted the term following the comprehensive exams, but at least within three terms of the exams. The student forms a dissertation committee that must approve the proposal following a scheduled public proposal presentation and before undertaking the dissertation
- A public presentation and defense of the dissertation research followed by final approval by the dissertation committee

The required 84 credits are distributed as follows:

Doctor of Philosophy Degree Requirements

Research and Investigation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 601</td>
<td>Research: [Topic]</td>
<td>8</td>
</tr>
<tr>
<td>ARCH 620</td>
<td>Research Methods in Sustainable Design</td>
<td>2-6</td>
</tr>
<tr>
<td>PPPM 656</td>
<td>Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 678</td>
<td>Advanced Research in Sustainable Design</td>
<td>2-6</td>
</tr>
<tr>
<td>ARCH 695</td>
<td>Advanced Dissertation Proposal Development</td>
<td>4-6</td>
</tr>
</tbody>
</table>

Primary Inside Focus Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 608</td>
<td>Colloquium: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 617</td>
<td>Built Environment Design and Theory</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 633</td>
<td>History of Sustainable Design</td>
<td>4</td>
</tr>
<tr>
<td>Advanced electives (500 level and above)</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Secondary Outside Focus Area

<table>
<thead>
<tr>
<th>Courses at the 600 level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Supervised College Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 602</td>
<td>Supervised College Teaching</td>
</tr>
<tr>
<td>or ARCH 661</td>
<td>Teaching Technical Subjects in Architecture</td>
</tr>
</tbody>
</table>

Dissertation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 603</td>
<td>Dissertation</td>
<td>18</td>
</tr>
</tbody>
</table>

1. A minimum of 24 credits required.
2. A minimum of 22 credits required.
3. A minimum of 16 graduate credits required.
4. A minimum of 18 credits required.

Graduate Admission

Admission to the professional MArch and postprofessional MS graduate degree programs is through a selective review that focuses on three attributes: creative capability, academic capability, and potential contribution to the program through diversity of background, experience, or demonstrated motivation. Applications include a résumé, a biographical statement, a statement of interest in the field of architecture, a portfolio of creative work, three letters of recommendation, and official transcripts from all postsecondary educational institutions attended. Applicants must take the Graduate Record Examinations (GRE) so that the scores, a required component of the application, can be reported by the application deadline. Applicants whose first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL) of at least 575 (paper-based) or 88 (Internet-based). Applications must be postmarked by the first Monday after January 1 for applicants to be considered for admission the subsequent fall term (or summer session for the MArch Track I students). Notifications of results are e-mailed by April 1.
Prospective applicants to the MArch degree program may find information about the programs and application requirements at the department website (http://architecture.uoregon.edu).

Prospective applicants to graduate certificate programs should contact the office of the academic unit that administers the certificate program to get information about application requirements.

Admission to the PhD degree program is through a highly selective review that focuses on the applicants’ prior academic and professional preparation and their demonstrated potential to make original research contributions and contribute to the teaching and research mission of the department. Prospective PhD students must have earned a professional master of architecture degree, a postprofessional graduate degree in architecture, or a professional degree in architecture and a graduate degree in a related field. Professional experience in architecture or an allied field is strongly recommended. Applications include a curriculum vitae, a personal statement of academic and career goals that addresses all items requested in the application instructions, a portfolio of creative and scholarly work including at least one writing sample, three letters of recommendation including two from referees with academic affiliations, official transcripts from all postsecondary educational institutions attended, and Graduate Record Examination (GRE) scores. Applicants whose first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL) of at least 575 (paper-based) or 90 (Internet-based). Applications must be postmarked by December 1 prior to the fall term of anticipated enrollment. Prospective applicants can find information about the PhD program and application requirements at the department website.

**Graduate Teaching and Research Fellowships**

A number of graduate teaching or research fellowships (GTFs) are available to well-qualified graduate students. MS or MArch Track II applicants with previous education in architecture or an allied field are encouraged to apply for GTF positions. MArch Track I students are generally selected in the second or third year of their degree program. Information about the GTF application process is available on the department and Graduate School websites.

- Certificate in Museum Studies
- Certificate in New Media and Culture

**Certificate in Ecological Design**

The certificate in ecological design is an interdisciplinary program focused on the development of a practical framework for the integration of the built environment with local and regional natural systems. It is available to all graduate students within the College of Design. Participating students develop an in-depth understanding of the relationships between ecological processes, issues of cultural and social sustainability, and urban development and form, as well as how allied design and planning disciplines approach these relationships.

Students must complete a minimum of 24 credits in approved ecological design subject courses. Of these, 11–12 credits must come from a list of foundation courses; 12–13 additional credits are selected by students from a list of approved electives. A maximum of 12 credits may be counted for both the certificate and a graduate degree program, but required courses for the degree will not satisfy certificate electives. For most architecture and interior architecture students, this certificate requires 12 credits in addition to their degree requirements. Some students may need to complete prerequisites to develop subject proficiency for approved electives. More information on course requirements and application to the certificate program may be found online, aaa.uoregon.edu/certificates/ecological-design.

**Certificate in Technical Teaching in Architecture**

The Technical Teaching Certificate program prepares graduate students in the fields of architecture and interior architecture for teaching positions on building technology in academic and professional settings. Building technology includes subjects such as structural design, construction materials and processes, and environmental control systems. Students investigate curricula, tools, and strategies for teaching and concentrate on improving their comprehensive knowledge of the technical subjects. It is designed for graduate students enrolled in the postprofessional MS programs in architecture and interior architecture, but graduate students in the professional MArch Track I and II programs may apply. Individuals who hold a master's degree and at least one professional degree in architecture or interior architecture may apply to this certificate program without being concurrently enrolled in a master’s program at the University of Oregon.

Certificate candidates must demonstrate advanced proficiency in at least one technical subject area (structures, construction, or environmental control) and have the background necessary to teach at the introductory level in the other two. This requirement may be fulfilled by submitting a portfolio documenting professional experience or prior course work to the technology faculty, or it can be met by completing a sequence of advanced courses. A minimum of 24 credits is required for the certificate. A maximum of 12 credits may be counted for both the certificate and a graduate degree program, but required courses for the degree will not satisfy certificate electives. More information on course requirements and application to the certificate program may be found online, architecture.uoregon.edu/programs/techtaching.

**Courses**

- **ARCH 196. Field Studies: [Topic]. 1-3 Credits.** Repeatable.
- **ARCH 198. Workshop: [Topic]. 1-3 Credits.** Repeatable.
- **ARCH 199. Special Studies: [Topic]. 1-5 Credits.** Repeatable.
- **ARCH 201. Introduction to Architecture. 4 Credits.** Offers a structure of principles for making places for people. Examines places, design procedures, and the use of architectural principles in general.
- **ARCH 202. Design Skills. 3 Credits.** Introduction to basic design processes, methods, and media. Prereq: ARCH 201 or IARC 204; coreq: ARCH 283.
- **ARCH 222. Introduction to Architectural Computer Graphics. 4 Credits.** Introduces basic skills and literacy with the computer for architectural illustration, drafting, and design. Prereq: ARCH 202.
ARCH 283. Architectural Design I. 6 Credits.
Design studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studios and professional course work. Sequence with ARCH 284.
Prereq: ARCH 201 or IARC 204; coreq: ARCH 202.

ARCH 284. Architectural Design II. 6 Credits.
Design studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studios and professional course work. Sequence with ARCH 283.
Prereq: ARCH 202, 283; coreq: ARCH 222.

ARCH 383. Architectural Design III. 6 Credits.
Studio projects. Integration of issues of context, activity support, spatial order, construction, structure, and environmental control. Emphasis on schematic concept formation and subsequent architectural development. Sequence with ARCH 384.
Prereq: ARCH 284.

ARCH 384. Architectural Design IV. 6 Credits.
Studio projects. Integration of issues of context, activity support, spatial order, construction, structure, and environmental control. Emphasis on schematic concept formation and subsequent architectural development. Sequence with ARCH 383.
Prereq: ARCH 283.

ARCH 399. Special Studies: [Topic]. 1-6 Credits.
Repeatable.

ARCH 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

ARCH 401. Research: [Topic]. 1-6 Credits.
Repeatable.

ARCH 403. Thesis. 1-9 Credits.
Repeatable.

ARCH 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ARCH 406. Special Problems: [Topic]. 1-6 Credits.
Repeatable.

ARCH 407. Seminar: [Topic]. 1-6 Credits.
Repeatable.

ARCH 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARCH 409. Practicum: [Topic]. 1-6 Credits.
Repeatable.

ARCH 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARCH 417. Context of the Architectural Profession. 4 Credits.
Introduction to the professional practice of architecture and related careers. Examines the professional, legal, and regulatory environment; firm organization and management; marketing; contractual issues; and the construction process.
Prereq: ARCH 484 or IARC 484 or LA 489.

ARCH 423. Media for Design Development: [Topic]. 3 Credits.
Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form, and testing proposals. Subject emphasis varies with instructor. Repeatable.
Prereq: ARCH 202.

ARCH 424. Advanced Design-Development Media: [Topic]. 3 Credits.
Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Repeatable.
Prereq: ARCH 423.

ARCH 430. Architectural Contexts: Place and Culture. 4 Credits.
How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples.
Prereq: ARCH 284 or architectural minor status.

ARCH 431. Community Design. 3 Credits.
Multidisciplinary examination of the history, theory, and practice in the design and development of meaningful and sustainable neighborhoods. Special focus selected by faculty. Open to all majors. Offered alternate years.
Prereq: junior standing.

ARCH 435. Principles of Urban Design. 4 Credits.
Introduction to theory and practice of urban design, comparative studies of neighborhood conservation, central city regeneration, growth policies and prospects for restructuring cities, metropolitan regions. ARCH 284 or architecture minor status.

ARCH 436. Theory of Urban Design I. 3 Credits.
Examines the cultural and formal ideas that underlie American and European urban design. Ancient Greek to 1700.
Prereq: ARCH 430.

ARCH 437. Theory of Urban Design II. 3 Credits.
Examines the cultural and formal ideas that underlie American and European urban design. 1700 to the present.

ARCH 438. Housing Prototypes. 3 Credits.
An examination of modern housing prototypes (1920s to the present) with an emphasis on understanding the many and varied factors involved in the production of quality housing. Open to all majors.
Prereq: Junior standing.

ARCH 439. Minimal Dwelling. 3 Credits.
Examination of the design of small dwelling units for a variety of users. Offered alternate years.
Prereq: junior standing.

ARCH 440. Human Context of Design. 4 Credits.
Theoretical principles, case studies, and technical skills for assessing user needs, developing building programs, applying research findings to design, and evaluating performance of the built environment.
Prereq: ARCH 284 or architectural minor status.

ARCH 450. Spatial Composition. 4 Credits.
Architectural space as a means to measure existence and expand awareness. Focus on compositional principles in architecture and methods for analyzing and generating spatial organizations.
Prereq: ARCH 284 or architectural minor status.

ARCH 457. The Facade. 3 Credits.
Ideas related to facade as primary surface of architectural representation. Emphasizes the facade as a mediator between internal and external building needs.
Prereq: ARCH 450.

ARCH 458. Types and Typology. 3 Credits.
Critical introduction to theory of typology that categorizes urban and architectural forms by formal characteristics and cultural meaning. Lectures cover basic concepts, historical development, and case studies.
Prereq: ARCH 384, 450.
ARCH 461. Structural Behavior. 4 Credits.
Develops a basic understanding of structural systems or elements and their implications for architectural form. Lectures, laboratories, and case studies investigate structure in historical and contemporary buildings. Prereq: PHYS 201, 202; passing score on diagnostic examination.

ARCH 462. Wood and Steel Building Systems. 4 Credits.
Historical development of materials. Analyzes elements, connections, and systems of wood, steel, and concrete structures from the perspective of construction process, spatial and structural design. Prereq: ARCH 461.

ARCH 470. Building Construction. 4 Credits.
Provide an understanding of the basic materials and methods of architecture with emphasis on the design, construction and performance of primary structure. Prereq: ARCH 284 or architectural minor status.

ARCH 471. Building Enclosure. 4 Credits.

ARCH 480. Supervised Design Teaching. 1-3 Credits.
Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Repeatable for a maximum of 3 credits. Prereq: ARCH 384.

ARCH 484. Architectural Design. 6 Credits.
Design projects requiring comprehensive and integrative study over a wide range of project options. Individual criticism, group discussions, lectures and seminars by visiting specialists, public review of projects. Repeatable. Prereq: ARCH 384.

ARCH 485. Advanced Architectural Design I. 8 Credits.
In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Sequence. Prereq: 24 credits in ARCH 484.

ARCH 486. Advanced Architectural Design II. 8 Credits.
In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Prereq: ARCH 485.

ARCH 491. Environmental Control Systems I. 4 Credits.
Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. Architectural and mechanical means to manipulate thermal environment. Sequence. Prereq: ARCH 284 or architectural minor status.

ARCH 492. Environmental Control Systems II. 4 Credits.
Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. Implications of lighting, acoustics, and water and waste for architectural design. Prereq: ARCH 284 or architectural minor status.

ARCH 495. Daylighting. 3 Credits.
“Daylighting”—increasing the energy efficiency of a building by maximizing the amount of daylight versus electric light—as an element in architectural design. Models and photography used to study behavior of light. Case studies and prediction techniques. Prereq: ARCH 492.

ARCH 500M. Temporary Multilisted Course. 1-5 Credits. Repeatable.

ARCH 503. Thesis. 1-9 Credits. Repeatable.

ARCH 507. Seminar: [Topic]. 1-6 Credits. Repeatable.

ARCH 508. Workshop: [Topic]. 1-6 Credits. Repeatable.

ARCH 510. Experimental Course: [Topic]. 1-6 Credits. Repeatable.

ARCH 517. Context of the Architectural Profession. 4 Credits.
Introduction to the professional practice of architecture and related careers. Examines the professional, legal, and regulatory environment; firm organization and management; marketing; contractual issues; and the construction process.

ARCH 523. Media for Design Development: [Topic]. 3 Credits.
Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form, and testing proposals. Subject emphasis varies with instructor. Repeatable. Prereq: ARCH 611.

ARCH 524. Advanced Design-Development Media: [Topic]. 3 Credits.
Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Repeatable. Prereq: ARCH 423/523.

ARCH 530. Architectural Contexts: Place and Culture. 4 Credits.
How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples. Prereq: ARCH 680 or 683.

ARCH 531. Community Design. 3 Credits.
Multidisciplinary examination of the history, theory, and practice in the design and development of meaningful and sustainable neighborhoods. Special focus selected by faculty. Open to all majors. Offered alternate years.

ARCH 535. Principles of Urban Design. 4 Credits.
Introduction to theory and practice of urban design, comparative studies of neighborhood conservation, central city regeneration, growth policies and prospects for restructuring cities, metropolitan regions. ARCH 680.

ARCH 536. Theory of Urban Design I. 3 Credits.
Examines the cultural and formal ideas that underlie American and European urban design. Ancient Greek to 1700.

ARCH 537. Theory of Urban Design II. 3 Credits.
Examines the cultural and formal ideas that underlie American and European urban design. 1700 to the present.

ARCH 538. Housing Prototypes. 3 Credits.
An examination of modern housing prototypes (1920s to the present) with an emphasis on understanding the many and varied factors involved in the production of quality housing. Open to all majors.

ARCH 539. Minimal Dwelling. 3 Credits.
Examination of the design of small dwelling units for a variety of users. Offered alternate years.
ARCH 540. Human Context of Design. 4 Credits.
Theoretical principles, case studies, and technical skills for assessing user needs, developing building programs, applying research findings to design, and evaluating performance of the built environment.
Prereq: ARCH 680 or 683.

ARCH 550. Spatial Composition. 4 Credits.
Architectural space as a means to measure existence and expand awareness. Focus on compositional principles in architecture and methods for analyzing and generating spatial organizations.
Prereq: ARCH 680.

ARCH 557. The Facade. 3 Credits.
Ideas related to facade as primary surface of architectural representation. Emphasizes the facade as a mediator between internal and external building needs.

ARCH 558. Types and Typology. 3 Credits.
Critical introduction to theory of typology that categorizes urban and architectural forms by formal characteristics and cultural meaning. Lectures cover basic concepts, historical development, and case studies.
Prereq: ARCH 550 and 682 or 683.

ARCH 561. Structural Behavior. 4 Credits.
Develops basic understanding of structural systems or elements and their implications for architectural form. Lectures, laboratories, and case studies investigate structure in historical and contemporary buildings.
Prereq: passing score on diagnostic examination.

ARCH 562. Wood and Steel Building Systems. 4 Credits.
Historical development of materials. Analyzes elements, connections, and systems of wood, steel, and concrete structures from the perspective of construction process, spatial and structural design.
Prereq: ARCH 461 or 561.

ARCH 570. Building Construction. 4 Credits.
Provide an understanding of the basic materials and methods of architecture with emphasis on the design, construction and performance of primary structure.
Prereq: ARCH 680.

ARCH 571. Building Enclosure. 4 Credits.
Selection, design, detailing, and performance evaluation of building envelopes: wood, metals, glass, concrete, and masonry veneers and roofing.
ARCH 562, 570, 591.

ARCH 580. Supervised Design Teaching. 1-3 Credits.
Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Repeatable for a maximum of 3 credits.
Prereq: ARCH 681 or 683.

ARCH 584. Architectural Design. 6 Credits.
Repeatable. Design projects requiring comprehensive and integrative study over a wide range of project options. Individual criticism, group discussions, lectures and seminars by visiting specialists, public review of projects.
Prereq: ARCH 682 or 683.

ARCH 585. Advanced Architectural Design I. 8 Credits.
In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Sequence.
Prereq: 30 credits in ARCH 484/584.

ARCH 586. Advanced Architectural Design II. 8 Credits.
In-depth work on complex design projects and design development beyond that normally possible in intermediate studios.
Prereq: ARCH 485/585.

ARCH 591. Environmental Control Systems I. 4 Credits.
Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. Architectural and mechanical means to manipulate thermal environment. Sequence.
ARCH 680 or 683.

ARCH 592. Environmental Control Systems II. 4 Credits.
Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. Implications of lighting, acoustics, and water and waste for architectural design.
ARCH 680 or 683.

ARCH 595. Daylighting. 3 Credits.
"Daylighting"—increasing the energy efficiency of a building by maximizing the amount of daylight versus electric light—as an element in architectural design. Models and photography used to study behavior of light. Case studies and prediction techniques.
Prereq: ARCH 492 or 592.

ARCH 600M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

ARCH 601. Research: [Topic]. 1-6 Credits.
Repeatable.

ARCH 602. Supervised College Teaching. 1-6 Credits.
Repeatable.

ARCH 603. Dissertation. 1-9 Credits.
Repeatable.

ARCH 605. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable.

ARCH 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable.

ARCH 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

ARCH 608. Colloquium: [Topic]. 1-6 Credits.
Repeatable.

ARCH 609. Practicum: [Topic]. 1-6 Credits.
Repeatable.

ARCH 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARCH 611. Graduate Design Process. 3 Credits.
Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.

ARCH 617. Built Environment Design and Theory. 4 Credits.
Investigation of design processes, planning, and construction of buildings and communities.
Prereq: conditional MArch or PhD standing.

ARCH 619. Terminal Project. 1-9 Credits.
Repeatable.
The Department of Art curriculum approaches studio visual art through a broad range of media practices—ceramics, digital arts, drawing, fibers, metalsmithing and jewelry, painting, photography, printmaking, and sculpture. The department encourages breadth and interdisciplinary investigation, as well as depth and discipline within media, emphasizing the development of the material skills and understanding of art-making processes as well as a conceptual and critical understanding of the context of art. As actively practicing artists themselves, faculty members offer students an introduction to the compelling challenges, questions, and rewards of artistic practice.

Three bachelor’s degrees are offered by the department. A four-year program leads to the bachelor of arts (BA) or bachelor of science (BS) degree with a major in art or art and technology. The professional baccalaureate degree, the bachelor of fine arts (BFA), requires an additional fifth year of studio-intensive work. Students major in art, ceramics, art and technology, fibers, metalsmithing and jewelry, painting, photography, printmaking, or sculpture. At the graduate level, the master of fine arts (MFA) is the terminal professional degree in art.

In addition, students may access art studio offerings as nonmajors, provided they complete the appropriate course prerequisites. The department offers two courses that serve the larger university community as arts-and-letters group-satisfying courses.

### Arts and Letters Group Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Understanding Contemporary Media</td>
<td>4</td>
</tr>
<tr>
<td>ART 111</td>
<td>The Artist Experience</td>
<td>4</td>
</tr>
</tbody>
</table>

### Faculty


Marissa Benedict, instructor (fibers). BFA, 2007, Rhode Island School of Design; MFA, 2011, School of the Art Institute of Chicago. (2016)


Euan Macdonald, professor of practice (art and technology). Honors degree in fine arts, 1988, Toronto; MA, European Graduate School. (2013)

Christopher Michlig, associate professor (foundations); director, graduate program. BA, 1999, Oregon; MFA, 2007, Art Center College of Design. (2013)


David Rueter, assistant professor (art and technology). BA, 2009, Oberlin College; MFA, 2013, School of the Art Institute of Chicago.


Ying Tang, associate professor (art and technology). BA, 1983, Teacher's University, Shandong, China; MAEd, 1987, Georgia State. (1996)


Emeriti


Robert C. James, professor emeritus. BA, 1952, California, Los Angeles; MFA, 1955, Cranbrook Academy of Art. (1955)


Sana Krusoe, associate professor emerita. BA, 1968, Occidental; MFA, 1987, Claremont Graduate. (1990)


Barbara Setsu Pickett, associate professor emerita. BS, 1971, Portland State. (1975)


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

Undergraduate Studies

Advising and Program Planning

The department stresses the importance of interdisciplinary programs as well as concentrated study. Each student is encouraged to select a faculty advisor in the first year. It is critical to the development of a worthwhile program that the advisor be familiar with and sympathetic to the student's direction and capabilities. The importance of program planning cannot be overemphasized.

Major in Art

The bachelor of arts or bachelor of science degree with a major in art is a liberal arts degree focusing on studio art practice. The curriculum is
designed to train students to think critically, communicate clearly, and work creatively. Students develop an understanding of materials and tools, formal possibilities, technical skills, critical inquiry, and ways of seeing, as well as fluency in visual languages and the articulation of meaning. They gain an understanding of the larger context of art through courses in art history and theory, opportunities to study abroad, and lectures by visiting artists.

The curriculum includes course work in eight media areas—painting, sculpture, printmaking, digital media, photography, ceramics, fibers, and metalsmithing and jewelry. While all art majors share the basic requirements such as the core foundations courses and art history, students have the flexibility to pursue more advanced course work in the areas of primary interest to them.

**Application to the Major**

Students apply directly to the Department of Art for admission as majors to the BA, BS, and fifth-year BFA degree programs. Write or call the department or visit the department’s website for an application form. Admission screening takes place on an ongoing basis.

**Bachelor's Degree Requirements**

Whether studying for a bachelor of arts, bachelor of science, or bachelor of fine arts degree, all art majors complete a series of foundations courses called core studios, which are prerequisite to 200-level studio courses. This three-course structure includes an intensive studio investigation of techniques, methods, and concepts common to all areas of studio practice, emphasizing processes of experimentation, a range of technology, and translations between two-dimensional, three-dimensional, and time-based media. The core sequence includes ART 115, 116, and 233.

**Bachelor of Arts: Art**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Understanding Contemporary Media 1</td>
<td>4</td>
</tr>
<tr>
<td>or ART 111</td>
<td>The Artist Experience</td>
<td></td>
</tr>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time 2</td>
<td>4</td>
</tr>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory 1</td>
<td>4</td>
</tr>
<tr>
<td>ART 233</td>
<td>Drawing I 2</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 250</td>
<td>Print Media Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td>or ARTD 251</td>
<td>Time-Based Digital Arts</td>
<td></td>
</tr>
<tr>
<td>or ARTD 252</td>
<td>Interactive Digital Arts</td>
<td></td>
</tr>
<tr>
<td>ART 333</td>
<td>Drawing II</td>
<td>4</td>
</tr>
<tr>
<td>One 200-level or higher course in two different curricular media areas within the department</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Three art history (ARH) courses</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Upper-division art studio credits 2</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Total Credits 68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Students must pass the core studio courses with a P or C– or better.

2 At least 24 credits of studio work must be completed in residence; 12 of these credits must be upper division.

**Bachelor of Science: Art**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Understanding Contemporary Media 1</td>
<td>4</td>
</tr>
<tr>
<td>or ART 111</td>
<td>The Artist Experience</td>
<td></td>
</tr>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time 1</td>
<td>4</td>
</tr>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory 1</td>
<td>4</td>
</tr>
<tr>
<td>ART 233</td>
<td>Drawing I 1</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 250</td>
<td>Print Media Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td>or ARTD 251</td>
<td>Time-Based Digital Arts</td>
<td></td>
</tr>
<tr>
<td>or ARTD 252</td>
<td>Interactive Digital Arts</td>
<td></td>
</tr>
<tr>
<td>ART 333</td>
<td>Drawing II</td>
<td>4</td>
</tr>
<tr>
<td>One 200-level or higher course in two different curricular media areas within the department</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Three art history (ARH) courses</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Upper-division art studio credits 2</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Fine Arts: Art**

The bachelor of fine arts degree is a professional baccalaureate degree requiring an additional fifth year of studio-intensive, independent work. Students apply for admission for the BFA in a particular media area in the last term of their fourth year of study. Students who are working across more than one media area may earn their degree in art, with sponsorship from faculty members in more than one media area. The application process is competitive and includes a portfolio review. Students who have completed a comparable four-year degree in art at another institution may be admitted to the BFA program. Such candidates must satisfy the university’s 45-credit residence requirement.

Students must complete the five-year program with a total of 108 credits in art (a total of 220 university credits).

**Bachelor of Fine Arts Degree Requirements: Art**

<table>
<thead>
<tr>
<th>Departmental Requirements for BA or BS in Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
</tr>
<tr>
<td>or ART 111</td>
</tr>
<tr>
<td>ART 115</td>
</tr>
<tr>
<td>ART 116</td>
</tr>
<tr>
<td>ART 233</td>
</tr>
<tr>
<td>ARTD 250</td>
</tr>
<tr>
<td>or ARTD 251</td>
</tr>
<tr>
<td>or ARTD 252</td>
</tr>
<tr>
<td>ART 333</td>
</tr>
<tr>
<td>One 200-level or higher course in two different curricular media areas within the department</td>
</tr>
<tr>
<td>Three art history (ARH) courses</td>
</tr>
<tr>
<td>Upper-division art studio credits 2</td>
</tr>
</tbody>
</table>

**Departmental Requirements for BFA in Art**

<table>
<thead>
<tr>
<th>Three art history courses (ARH) 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 409</td>
</tr>
<tr>
<td>ART 412</td>
</tr>
</tbody>
</table>

1 Students must pass the core studio courses with a P or C– or better.

2 At least 24 credits of studio work must be completed in residence; 12 of these credits must be upper division.
The University of Oregon

Bachelor's Degree Requirements

All art majors, regardless of degree, complete a series of foundations courses called core studios, which are prerequisite to 200-level studio courses. This three-course structure includes an intensive studio investigation of techniques, methods, and concepts common to all areas of studio practice, emphasizing processes of experimentation, a range of technology, and translations between two-dimensional, three-dimensional, and time-based media. The core sequence includes ART 115, 116, and 233.

Bachelor of Arts: Art and Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time 1</td>
<td>4</td>
</tr>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory 1</td>
<td>4</td>
</tr>
<tr>
<td>ART 233</td>
<td>Drawing 1</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 250</td>
<td>Print Media Digital Arts 1</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 251</td>
<td>Time-Based Digital Arts 1</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 252</td>
<td>Interactive Digital Arts 1</td>
<td>4</td>
</tr>
<tr>
<td>Three art history courses 2</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Upper-division art studio courses 3,4</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Of the total credits, at least 24 credits of studio work must be completed in residence; 12 of these credits must be upper division.

Recommended Electives

The following courses are strongly recommended to satisfy science group requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 111</td>
<td>Introduction to Web Programming</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>Physics of Sound and Music</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 153</td>
<td>Physics of Light, Color, and Vision</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Electives to Enhance Your Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Understanding Contemporary Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Media Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 265</td>
<td>History of the Motion Picture</td>
<td>4</td>
</tr>
<tr>
<td>ENG 266</td>
<td>History of the Motion Picture</td>
<td>4</td>
</tr>
<tr>
<td>J 333</td>
<td>Writing for Multimedia</td>
<td>4</td>
</tr>
<tr>
<td>MUS 447</td>
<td>Digital Audio and Sound Design</td>
<td>4</td>
</tr>
<tr>
<td>PD 340</td>
<td>Design for Use</td>
<td>4</td>
</tr>
<tr>
<td>PD 350</td>
<td>Objects and Impacts</td>
<td>4</td>
</tr>
</tbody>
</table>

Courses in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, photography, and sculpture

Students apply directly to the art and technology program for admission as majors. The postmark deadline for applications is February 1 for fall term admission. Write or call the Department of Art, or visit the department website for application instructions.
Bachelor of Science: Art and Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time ¹</td>
<td>4</td>
</tr>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory ¹</td>
<td>4</td>
</tr>
<tr>
<td>ART 233</td>
<td>Drawing I ¹</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 250</td>
<td>Print Media Digital Arts ¹</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 251</td>
<td>Time-Based Digital Arts ¹</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 252</td>
<td>Interactive Digital Arts ¹</td>
<td>4</td>
</tr>
<tr>
<td>Three art history courses ²</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Upper-division art studio courses ³,⁴</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Of the total credits, at least 24 credits of studio work must be completed in residence; 12 of these credits must be upper division.

**Total Credits** 72

¹ Must pass course with a P or C– or better.
² At least 24 of these credits must be in digital arts (ARTD) studio courses.
³ A maximum of 6 credits in Internship: [Topic] (ARTD 404) and a maximum of 12 credits in Special Problems: [Topic] (ARTD 406) may be counted toward the 36 upper-division digital arts credits.
⁴ Additional upper-division digital arts (ARTD) credits (chosen from studios, independent studies, or internship)

**Recommended Electives**
The following courses are strongly recommended to satisfy science group requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 111</td>
<td>Introduction to Web Programming</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>Physics of Sound and Music</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 153</td>
<td>Physics of Light, Color, and Vision</td>
<td>4</td>
</tr>
</tbody>
</table>

**Additional Electives to Enhance Your Program**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Understanding Contemporary Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Media Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 265</td>
<td>History of the Motion Picture</td>
<td>4</td>
</tr>
<tr>
<td>ENG 266</td>
<td>History of the Motion Picture</td>
<td>4</td>
</tr>
<tr>
<td>J 333</td>
<td>Writing for Multimedia</td>
<td>4</td>
</tr>
<tr>
<td>MUS 447</td>
<td>Digital Audio and Sound Design</td>
<td>4</td>
</tr>
<tr>
<td>PD 340</td>
<td>Design for Use</td>
<td>4</td>
</tr>
<tr>
<td>PD 350</td>
<td>Objects and Impacts</td>
<td>4</td>
</tr>
</tbody>
</table>

Courses in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, photography, and sculpture may be admitted to the BFA program. Such candidates must satisfy the university’s 45-credit residence requirement.

Students may complete the five-year program with a total of 118 credits in digital arts (a total of 220 university credits), including satisfaction of the requirements listed above and general-university requirements for the BA or BS degree.

**Departmental Requirements for BA or BS in Digital Arts**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time</td>
<td>4</td>
</tr>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ART 233</td>
<td>Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 250</td>
<td>Print Media Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 251</td>
<td>Time-Based Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 252</td>
<td>Interactive Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td>Three art history courses ¹</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Upper-division art studio courses ²,³</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

**Departmental Requirements for BFA in Art**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 409</td>
<td>Terminal Creative Project B.F.A.</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 490</td>
<td>Issues and Practices in Digital Arts ⁴</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credits** 118

¹ History of Design (ARH 358) is recommended.
² At least 24 of these credits must be in digital arts (ARTD) studio courses.
³ A maximum of 6 credits in Internship: [Topic] (ARTD 404) and a maximum of 12 credits in Special Problems: [Topic] (ARTD 406) may be counted toward the 36 upper-division digital arts credits.
⁴ Three terms of course

**Minor Requirements**

### Minor in Art

The minor requires 40 credits. Course work must be taken in at least two departmental curricular areas, excluding courses taken to fulfill the core studios requirements.

Students are encouraged to declare the minor at least three terms before graduating. At the time the minor is declared, a departmental advisor may be assigned to help the student develop an individualized program.

**Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two art history (ARH) courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time</td>
<td>4</td>
</tr>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ART 233</td>
<td>Drawing I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 40

¹ Of the 20 studio credits, 12 must be upper division, and 12 credits must be taken in residence.
Minor in Multimedia

The minor requires 28 credits. Courses must be taken for letter grades and passed with a C– or better. No transfer work can be applied to the minor. The three core courses must be completed before registering for other courses required for the minor.

Core Requirements
ARTD 250  Print Media Digital Arts  4
ARTD 251  Time-Based Digital Arts  4
ARTD 252  Interactive Digital Arts  4

Studio Requirements
CIS 111  Introduction to Web Programming  4
ARTD 360  Digital Imaging  4
J 333  Writing for Multimedia  4
MUS 447  Digital Audio and Sound Design  4

Total Credits  28

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- BA/BS in Art (p. )
- BFA in Art (p. )
- BA/BS in Art and Technology (p. )
- BFA in Art and Technology (p. )
- Ceramics (p. 608)
- Fibers (p. 609)
- Metalsmithing and Jewelry (p. )
- Painting (p. 610)
- Photography (p. 611)
- Printmaking (p. 611)
- Sculpture

Bachelor of Arts in Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>First term of first-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ART 101 or ART 111</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Second term of first-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ART 115</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Surface, Space, and Time</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ART 233 Drawing I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ARTD 250 Print Media</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or ARTD 251 Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or ARTD 252 Time-Based Digital Arts or Interactive Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ART 333 Drawing II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>One 200-level or higher course in two different curricular media areas within the department</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Art history course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

General education group-satisfying course

<table>
<thead>
<tr>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Spring | Third term of first-year second-language sequence | 4 |
|        | ART 116 Core Interdisciplinary Laboratory | 4 |
|        | General education group-satisfying courses | 8 |
|        | Credits | 16 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Winter
One 200-level or higher course in two different curricular media areas within the department  4
Art history course  4
General education group-satisfying courses  8

**Credits**  16

### Spring
Upper-division art studio course  4
Art history course  4
General education group-satisfying courses  8

**Credits**  16

### Course Title Credits

<table>
<thead>
<tr>
<th>Milestones</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division art studio courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**  16

### Winter
Upper-division art studio courses  8
Elective course  4

**Credits**  12

### Spring
Upper-division art studio course  4
Elective courses  12

**Credits**  16

### Total Credits  16

### Bachelor of Science in Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics course  4
ART 101 or ART 111
Understanding Contemporary Media or The Artist Experience  4

General education group-satisfying course  4

**Credits**  16

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 233</td>
<td>Drawing I</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

General education group-satisfying courses  12

**Credits**  16

### Winter
General education group-satisfying courses  12

### Spring
ARTD 250 or ARTD 251 or ARTD 252
Print Media or Digital Arts or Time-Based Digital Arts or Interactive Digital Arts  4

**Credits**  16

### Total Credits  16

### Third Year | |  |  |

<table>
<thead>
<tr>
<th>Milestones</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One 200-level or higher course in two different curricular media areas within the department</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Art history course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

General education group-satisfying courses  8

**Credits**  16

### Winter
One 200-level or higher course in two different curricular media areas within the department  4
Art history course  4
General education group-satisfying courses  8

**Credits**  16

### Credits  16
### Bachelor of Fine Arts in Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Upper-division art studio courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>Upper-division art studio courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Upper-division art studio course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 44

### Bachelor of Arts in Art and Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>First term of first-year second-</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>language sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 16
### Winter
Second term of first-year second-language sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>General education group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Credits
16

### Spring
Third term of first-year second-language sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 250</td>
<td>Print Media Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Credits
16

### Total Credits
48

### Course Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surface, Space, and Time</td>
<td>4</td>
</tr>
<tr>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>General education group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

### Fourth Year

#### First Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 233</td>
<td>Drawing I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 250</td>
<td>Print Media Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Credits
16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Credits
16

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 251</td>
<td>Time-Based Digital Arts</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 252</td>
<td>Interactive Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying courses</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Credits
16

### Total Credits
48

### Bachelor of Science in Art and Technology

#### First Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time</td>
<td>4</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 122 or WR 123</td>
<td>General education group-satisfying courses</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Credits
16

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>General education group-satisfying courses</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Spring</td>
<td>Mathematics course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ART 233 Drawing I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ARTD 250 Print Media</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Digital Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying courses</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Winter</td>
<td>ARTD 251 Time-Based</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Digital Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Spring</td>
<td>ARTD 252 Interactive Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Art history course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper-division ARTD course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Winter</td>
<td>Art history course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper-division ARTD course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Spring</td>
<td>Art history course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper-division ARTD course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Bachelor of Fine Arts in Art and Technology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>0</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>0</strong></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>0</strong></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Upper-division ARTD course</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Upper-division ARTD course</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>0</strong></td>
<td></td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Upper-division ARTD courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Upper-division ARTD courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>0</strong></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Ceramics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Third Year</td>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fourth Year</td>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fifth Year</td>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Total Credits</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

---

**Course Title Credits Milestones**

**Summer**

**Course Title Credits Milestones**

**First Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones

**Second Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones

**Third Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones

**Fourth Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones

**Fifth Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones

---

**Course Title Credits Milestones**

**First Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones

**Second Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones

**Third Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones

**Fourth Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones

**Fifth Year**

**Fall**

Title Credits Milestones

**Winter**

Title Credits Milestones

**Spring**

Title Credits Milestones
### Bachelor of Fine Arts in Fibers

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fifth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Bachelor of Fine Arts in Metalsmithing and Jewelry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Course Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Year</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Fine Arts in Painting

<table>
<thead>
<tr>
<th>First Year</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Fine Arts in Photography

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 0

### Bachelor of Fine Arts in Printmaking

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 0
### Bachelor of Fine Arts in Sculpture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

| Fourth Year |       | 0       |            |
| Fall        |       | 0       |            |
| Winter      |       | 0       |            |
| Spring      |       | 0       |            |

| Fifth Year  |       | 0       |            |
| Fall        |       | 0       |            |
| Winter      |       | 0       |            |
| Spring      |       | 0       |            |

| Fourth Year |       | 0       |            |
| Fall        |       | 0       |            |
| Winter      |       | 0       |            |
| Spring      |       | 0       |            |

| Fifth Year  |       | 0       |            |
| Fall        |       | 0       |            |
| Winter      |       | 0       |            |
| Spring      |       | 0       |            |

- Master of Fine Arts: Art
Graduate Studies

The department offers the master of fine arts (MFA) degree in art with concentrations in ceramics, digital arts, fibers, metalsmithing and jewelry, painting, photography, printmaking, and sculpture.

The graduate program seeks to prepare students for serious artistic practice. The objectives for students are not only to arrive at an accomplished body of work, but also to develop the practices and critical-thinking skills necessary to develop and sustain the work beyond school.

The program focuses on individual studio practice, the cultivation of a visual language, material process, and conceptual approach relevant to each student’s intentions and sensibility. Students are challenged to devise strategies of experimentation and research and to cultivate an ability to articulate ideas and critical responses to work. As part of a larger community, students are expected to have a significant understanding of the historical frameworks and the contemporary discourse of art.

The MFA curriculum is designed to provide both interdisciplinary discourse and disciplinary depth. MFA students have much of their course work in common through classes such as Graduate Critique (ART 612), theory and history seminars, and special topics courses. Graduate review and thesis committees are made up of faculty members across the range of media concentrations. Through media-centered Issues and Practices seminars and independent studies, students also have opportunities to concentrate on particular areas of specialization. Specialized facilities and equipment are available in the eight media areas that compose the department—digital arts, sculpture, photography, ceramics, jewelry and metalsmithing, painting, printmaking, and fibers.

MFA Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 612</td>
<td>Graduate Critique 1</td>
</tr>
<tr>
<td>Two graduate-level art history (ARH) courses; one must be contemporary history</td>
<td>8</td>
</tr>
<tr>
<td>One art theory and criticism seminar</td>
<td>4</td>
</tr>
<tr>
<td>One writing course</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 590</td>
<td>Issues and Practices in Sculpture (or Issues and Practices chosen from ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, or ARTR) 2</td>
</tr>
<tr>
<td>ARTS 609</td>
<td>Terminal Creative Project MFA (or Terminal Creative Project M.F.A. chosen from ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, or ARTR)</td>
</tr>
<tr>
<td>ART 614</td>
<td>Graduate Studio 3</td>
</tr>
<tr>
<td>Additional art credits</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits 90

1 Five courses
2 One course each year
3 Six courses in first two years

A minimum of 24 credits must be graded with a grade of mid-B or better.

Additional Requirements

- Participation in at least two graduate reviews—one prior to reclassification to graduate master’s candidacy and a second prior to the MFA exhibition
- Public exhibition of the MFA thesis and final review with the terminal project committee
- Terminal creative project report

Residency Requirements

Nine consecutive terms of full-time enrollment, not including summer session, is the minimum residence requirement. Under special circumstances, an official University of Oregon leave of absence may be requested.

Formal Procedures

Application and Admission

Students applying to the master of fine arts program in the Department of Art are asked to list areas of concentration. You may list one or multiple media areas. At different stages of the admissions process, applications are reviewed by the full faculty and by faculty members specific to your areas of concentration.

Because the principal requirement is that of residence, which may not be waived, graduate transfer credits are not accepted.

Applicants must have a bachelor’s degree and are expected to possess a high level of proficiency in their chosen media and a strong commitment to their work and artistic intentions. In their application, candidates should demonstrate an understanding of creative practice in the context of historical and conceptual frameworks. See the department website for specific application requirements and process.

Conditional Status

Applicants accepted by the Graduate School are given conditional admission to study for the MFA degree. Until or unless an entering student requests a specific graduate advisor, one faculty member designated by the department serves as the advisor to conditionally admitted students.

Conditional status of a candidate can be reviewed for reclassification to graduate master’s after completion of at least two of the required core courses, one graduate review, at least 30 credits of course work toward the MFA degree, and course work to remedy any background deficiencies. Faculty members from the department conduct a review of the student’s academic program in spring term. Following this review, the student’s advisor relays a progress report to the student and determines if the student is eligible to change classification to graduate master status.

Terminal Project and Advisor

After reclassification, the student selects a terminal project advisor from the faculty. With this advisor, the candidate selects a terminal project committee of three faculty members. A faculty member from outside the department may serve on the committee. The committee meets with the student for the project proposal, at least one progress report, and the terminal review.

Through these meetings, the committee oversees the development of the terminal project in the final year. The terminal project includes a public exhibition, a written report, and a final review by the committee.

The MFA degree is officially granted after the candidate has fulfilled all requirements, including submission to the department of a project report in a form appropriate to the nature of the project and suitable for binding for use in the Architecture and Allied Arts Library.
Courses

ART 101. Understanding Contemporary Media. 4 Credits.
Critical exploration of concepts surrounding and defining the experience of understanding contemporary art. Students are guided by instructors through issues relating to their work and disciplines.

ART 111. The Artist Experience. 4 Credits.
Critical exploration of concepts surrounding and defining contemporary art through the examination of the individual studio practice of members of the art faculty.

ART 115. Surface, Space, and Time. 4 Credits.
Introduces interdisciplinary media processes, critical theory, formal communication design, color theory, skills in objective evaluation and critique, and how materials, processes, and context establish meaning.

ART 116. Core Interdisciplinary Laboratory. 4 Credits.
Rigorous studio projects in the core studio sequence stressing interdisciplinary media transitions and the interrelatedness of conceptual and formal concerns. Prereq: ART 115.

ART 198. Technical Workshop: [Topic]. 1-3 Credits.
Possible topics include Beginning Woodworking, Book Arts, Professional Practices. Repeatable when change of topic for maximum of 15 credits.

ART 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ART 233. Drawing I. 4 Credits.
Repeatable. Introduction to basic drawing concepts and practices.

ART 333. Drawing II. 4 Credits.
Emphasizes synthesis of ideas and approaches, complex subjects, investigation, and expression while building on previous drawing skills. Sequence with ART 233. Prereq: ART 115, 116, 233.

ART 381. Letterpress. 4 Credits.
Experiments with lead and wooden type as related to graphic composition and communication. Repeatable ten times for a maximum of 44 credits. Prereq: ART 115, 116, 233.

ART 401. Research: [Topic]. 1-12 Credits.
Repeatable.

ART 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

ART 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ART 406. Special Problems: [Topic]. 1-8 Credits.
Repeatable.

ART 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

ART 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ART 409. Terminal Creative Project B.F.A. 1-12 Credits.
Repeatable.

ART 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ART 412. BFA Critique. 3 Credits.

ART 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

ART 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ART 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ART 601. Research: [Topic]. 1-12 Credits.
Repeatable.

ART 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

ART 604. Internship: [Topic]. 1-12 Credits.
Repeatable.

ART 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ART 606. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

ART 607. Seminar: [Topic]. 1-4 Credits.
Repeatable. Topics change every term. If link to syllabus is not available, contact instructor by e-mail.

ART 608. Colloquium: [Topic]. 1-8 Credits.
Repeatable.

ART 609. Terminal Creative Project MFA. 1-12 Credits.
Repeatable.

ART 612. Graduate Critique. 3 Credits.
Repeatable. Interdisciplinary critique and discussion course for MFA students. Repeatable five times for a maximum of 18 credits.

ART 614. Graduate Studio. 4 Credits.
Repeatable. Students engage in a rigorous studio practice through independent production, experimentation, and research. Faculty mentors instruct in rotation. Repeatable five times for a maximum of 24 credits.

Courses

ARTC 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ARTC 255. Introduction to Ceramics. 4 Credits.
Specific skills focus each term. Subjects includes processes related to design development, forming and fabrication, firing methods, glazing. Prereq: ART 115, 116, 233.

ARTC 354. Industrial Ceramics. 4 Credits.

ARTC 355. Intermediate Ceramics: [Topic]. 4-5 Credits.
Advanced processes and concepts. Areas of technical focus include slip casting, glaze and decorator surface embellishment, architectural ceramic, low fire, and raku. Repeatable twice for a maximum of 12 credits. Prereq: ARTC 255.

ARTC 401. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTC 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTC 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.
ARTC 406. Special Problems: [Topic]. 1-8 Credits.
Repeatable.

ARTC 407. Seminar: [Topic]. 1-3 Credits.
Repeatable.

ARTC 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARTC 409. Terminal Creative Project B.F.A.. 1-12 Credits.
Repeatable.

ARTC 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARTC 469. Glaze-Fire II. 6 Credits.
Repeatable. Discussion groups further examine the practices of firing and glaze formulation. Studio component involves increased firing and systematic, scientific glaze experimentation. Repeatable once for a maximum of 12 credits.
Prereq: ARTC 468.

ARTC 490. Issues and Practices in Ceramics. 3-5 Credits.
Intensive critique, discussion, readings, and presentations.
Prereq: B.F.A. standing only

ARTC 507. Seminar: [Topic]. 1-3 Credits.
Repeatable.

ARTC 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARTC 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARTC 590. Issues and Practices in Ceramics. 3-5 Credits.
Intensive critique, discussion, readings, and presentations.

ARTC 601. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTC 604. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTC 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ARTC 606. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

ARTC 607. Seminar: [Topic]. 1-4 Credits.
Repeatable.

ARTC 608. Colloquium: [Topic]. 1-8 Credits.
Repeatable.

ARTC 609. Terminal Creative Project MFA. 1-12 Credits.
Repeatable.

Courses

ARTD 198. Technical Workshop: [Topic]. 1-3 Credits.
Possible topics include DreamWeaver, InDesign, PhotoShop. Repeatable when change of topic for maximum of 15 credits.

ARTD 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ARTD 250. Print Media Digital Arts. 4 Credits.
Examines application of print media in contemporary visual culture; explores its use in a fine art context. Introduces digital drawing, digital photo editing, and typographic layout to visually communicate expressive concepts. Laboratories, lectures.

ARTD 251. Time-Based Digital Arts. 4 Credits.
Explores the notion of time as a medium in relation to contemporary art through which concepts of sequence, narration, scoring, and motion are expressed. Laboratories, lectures.

ARTD 252. Interactive Digital Arts. 4 Credits.
Introduces resources that the computer offers the artist. Concentrates on animation, interaction, and the web as expressive mediums. Laboratories, lectures.

ARTD 256. Introduction to Production. 4 Credits.
Traditional camera, sound, and lighting techniques in production; nonlinear editing; and key theoretical, historical, and aesthetic approaches to video art.
Prereq: J 201, ENG 260; two from ENG 265, 266, 267.

ARTD 350. Digital Drawing. 4 Credits.
Repeatable. Applies technology as a drawing medium to communicate concepts visually. The entire creative process is researched in an experimental studio environment. Repeatable once for a maximum of 8 credits.

ARTD 360. Digital Imaging. 4 Credits.
Intermediate-level focus on the proper preparation and presentation of digital images for use in print and on screen. Covers color theory. Repeatable once for maximum of 8 credits.

ARTD 361. Introduction to Animation. 4 Credits.
Introduction to principles of animation, timing, sequence; key frames, in-betweens, and metamorphosis. Uses various methods to record and edit animation tests.
Prereq: ART 115, 116, 233 & ARTD 251 or ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, CINE 270, J 208.

ARTD 362. Digital Letterform. 4 Credits.
Repeatable Concepts in the history, use, and appreciation of digital typography. Considers issues in communicative power of type and situations where it functions as message. Repeatable once for a maximum of 8 credits.

ARTD 378. Multimedia Design I. 5 Credits.
Repeatable. Introduces multimedia design and authoring; use of motion, duration, and time-based interaction as a means of artistic expression. Students build navigational structures and explore stochastic principles in developing an individual approach to interactivity. Repeatable once for a maximum of 10 credits.
Prereq: ART 115, ART 116, ART 233, ARTD 252.

ARTD 379. Introduction to Video Art. 4 Credits.
Repeatable. Intermediate video-audio production and nonlinear editing, including camera, sound, and lighting techniques. Key theoretical, historical, and aesthetic approaches to time-based art in video and sound are surveyed. Repeatable once for a maximum of 8 credits.
Prereq: ART 115, 116, 233 & ARTD 251 or ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, CINE 270, J 208.

ARTD 401. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTD 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTD 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.
ARTD 406. Special Problems: [Topic]. 1-8 Credits.
Repeatable.
ARTD 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.
ARTD 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.
ARTD 409. Terminal Creative Project B.F.A.. 1-12 Credits.
Repeatable.
ARTD 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.
ARTD 412. Experimental Animation. 5 Credits.
Intermediate to advanced students explore personal creative practice and experiment with film, video, and computer animation techniques. Integrates readings, screening, and discussion with production. Prereq: ARTD 361.
ARTD 413. Emerging Technologies. 5 Credits.
Explores use of emerging technologies in art. Create works using emerging technologies and techniques and explore contemporary artworks, philosophies, and cultural trends. Prereq: ARTD 378 or 416.
ARTD 415. Video Art: Experimental Film. 4 Credits.
Repeatable. Video and sound art practices, from conceptual deconstructions of the film-video apparatus to self-reflexive socio-political and/or cultural critique, are examined through short format and video installation. Repeatable once for a maximum of 8 credits.
ARTD 416. Programming for Artists. 4 Credits.
Introduces students to the basics of computer programming within an art context. Topics include interaction design, web development, and physical computing programming. Repeatable once for a maximum of 8 credits. Prereq: ART 115, ART 116, ART 233, ARTD 252.
ARTD 463. Communication Design. 4 Credits.
Repeatable. Explores the communication of ideas and information through visual means. Introduces design process and principles, visual language, and the art of problem solving in visual communication. Repeatable once for maximum of 8 credits. Prereq: ARTD 350.
ARTD 471. 3-D Computer Imaging. 5 Credits.
Repeatable. Introduces 3-D computer graphic arts: 3-D digital space and form, model building, scene composition, surface properties, lighting, and rendering 3-D images. Repeatable once for maximum of 10 credits. Prereq: ARTD 350 or 361.
ARTD 472. 3-D Computer Animation. 5 Credits.
Repeatable. Introduces 3-D computer animation arts. Includes time and space in the digital 3-D environment, animation concepts and techniques in 3-D space, production techniques for various multimedia applications. Repeatable once for maximum of 10 credits. Prereq: ARTD 471.
ARTD 478. Multimedia Design II. 5 Credits.
ARTD 490. Issues and Practices in Digital Arts. 1-5 Credits.
Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. standing.
ARTD 494. Advanced Design I. 5 Credits.
Theory, problems, and projects in language, meaning and communication, identity and signification, conceptual invention and creativity, critical analysis. Lectures, projects, critique. Prereq: ARTD 350, ARTD 360.
ARTD 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.
ARTD 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.
ARTD 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.
ARTD 512. Experimental Animation. 5 Credits.
Intermediate to advanced students explore personal creative practice and experiment with film, video, and computer animation techniques. Integrates readings, screening, and discussion with production. Prereq: ARTD 361, 395 or equivalent.
ARTD 513. Emerging Technologies. 5 Credits.
Explores use of emerging technologies in art. Create works using emerging technologies and techniques and explore contemporary artworks, philosophies, and cultural trends. Prereq: ARTD 378 or 4/516.
ARTD 515. Video Art: Experimental Film. 4 Credits.
Repeatable. Video and sound art practices, from conceptual deconstructions of the film-video apparatus to self-reflexive socio-political and/or cultural critique, are examined through short format and video installation. Repeatable once for a maximum of 8 credits.
ARTD 516. Programming for Artists. 4 Credits.
Introduces students to the basics of computer programming within an art context. Topics include interaction design, web development, and physical computing programming. Repeatable once for a maximum of 8 credits.
ARTD 563. Communication Design. 4 Credits.
Repeatable. Explores the communication of ideas and information through visual means. Introduces design process and principles, visual language, and the art of problem solving in visual communication. Repeatable once for maximum of 8 credits. Prereq: ARTD 362, 394 or equivalent.
ARTD 571. 3-D Computer Imaging. 5 Credits.
Repeatable. Introduces 3-D computer graphic arts: 3-D digital space and form, model building, scene composition, surface properties, lighting, and rendering 3-D images. Repeatable once for maximum of 10 credits.
ARTD 572. 3-D Computer Animation. 5 Credits.
Repeatable. Introduces 3-D computer animation arts. Includes time and space in the digital 3-D environment, animation concepts and techniques in 3-D space, production techniques for various multimedia applications. Repeatable once for maximum of 10 credits. Prereq: ARTD 4/571.
ARTD 578. Multimedia Design II. 5 Credits.
ARTD 594. Advanced Design I. 5 Credits.
Theory, problems, and projects in language, meaning and communication, identity and signification, conceptual invention and creativity, critical analysis. Lectures, projects, critique.
ARTD 601. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTD 604. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTD 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ARTD 606. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

ARTD 607. Seminar: [Topic]. 1-4 Credits.
Repeatable.

ARTD 608. Colloquium: [Topic]. 1-8 Credits.
Repeatable.

ARTD 609. Terminal Creative Project MFA. 1-12 Credits.
Repeatable.

Courses

ARTF 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ARTF 270. Introduction to Fibers. 4 Credits.
Skills and conceptual concerns of fibers, pertaining to structural textile forms and embellished or manipulated surfaces. Introduces historical and contemporary work through slides and lectures.
Prereq: ART 116, 233.

ARTF 368. Textile Printing. 4 Credits.
Repeatable. Introduction to screen-printing process for fabric and alternative substrates. Textile history, the relevance of printing, and related ideas of decoration, repetition, and appropriation are explored.
Repeatable five times for a maximum of 24 credits.
Prereq: ARTF 270.

ARTF 369. Woven Structures. 4 Credits.
Repeatable. Introduction to floor-loom hand weaving. Traditional and experimental use of materials, techniques, and structures are used to understand weaving as a cross-disciplinary practice.
Repeatable five times for a maximum of 24 credits.
Prereq: ARTF 270.

ARTF 370. Stitchwork Strategies. 4 Credits.
Exploration of stitch techniques, including embroidery, beading, applique, collage, piecing, and quilting. Topics include public versus private, language and narrative, and dimensional forms.
Repeatable three times for a maximum of 16 credits.
Prereq: ARTF 270.

ARTF 401. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTF 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTF 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ARTF 406. Special Problems: [Topic]. 1-8 Credits.
Repeatable.

ARTF 407. Seminar: [Topic]. 1-3 Credits.
Repeatable.

ARTF 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARTF 409. Terminal Creative Project B.F.A.. 1-12 Credits.
Repeatable.

ARTF 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARTF 456. Advanced Fibers: [Topic]. 3-5 Credits.
Repeatable. Develops individual studio practice through exploration of contemporary issues in textile-based processes.
Prereq: one course from ARTF 267, 268, 269, 270; ARTF 368 or 369.

ARTF 490. Issues and Practices in Fibers. 3-5 Credits.
Intensive critique, discussion, readings, and presentations.
Prereq: B.F.A. standing only

ARTF 507. Seminar: [Topic]. 1-3 Credits.
Repeatable.

ARTF 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARTF 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARTF 556. Advanced Fibers: [Topic]. 3-5 Credits.
Repeatable. Develops individual studio practice through exploration of contemporary issues in textile-based processes.

ARTF 590. Issues and Practices in Fibers. 3-5 Credits.
Intensive critique, discussion, readings, and presentations.
Prereq: M.F.A. standing only

ARTF 601. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTF 604. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTF 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ARTF 606. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

ARTF 607. Seminar: [Topic]. 1-4 Credits.
Repeatable.

ARTF 608. Colloquium: [Topic]. 1-8 Credits.
Repeatable.

ARTF 609. Terminal Creative Project MFA. 1-12 Credits.
Repeatable.

Courses

ARTM 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ARTM 257. Introduction to Jewelry and Metalsmithing. 4 Credits.
Explores developing and constructing jewelry and objects rooted in material culture. Introduces historical and contemporary work through image presentations, lectures, and independent research.
Repeatable with change of course content.
Prereq: Art 115, 116, 233

ARTM 357. Metalsmithing and Jewelry: [Topic]. 3-5 Credits.
Further exploration of techniques related to conceptual problems. Content varies by term with a focus on individual processes: hollowware, forging, connections, casting, aluminum anodizing, enameling, stone setting.
Prereq: ARTM 257.

ARTM 401. Research: [Topic]. 1-12 Credits.
Repeatable.
ARTM 404. Internship: [Topic]. 1-12 Credits. Repeatable.

ARTM 405. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.

ARTM 406. Special Problems: [Topic]. 1-8 Credits. Repeatable.

ARTM 407. Seminar: [Topic]. 1-3 Credits. Repeatable.

ARTM 408. Workshop: [Topic]. 1-6 Credits. Repeatable.

ARTM 409. Terminal Creative Project B.F.A. 1-12 Credits. Repeatable.

ARTM 410. Experimental Course: [Topic]. 1-6 Credits. Repeatable.


ARTM 490. Issues and Practices in Metals. 3-5 Credits. Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. standing only

ARTM 507. Seminar: [Topic]. 1-3 Credits. Repeatable.

ARTM 508. Workshop: [Topic]. 1-6 Credits. Repeatable.

ARTM 510. Experimental Course: [Topic]. 1-6 Credits. Repeatable.

ARTM 557. Metalsmithing and Jewelry: [Topic]. 3-5 Credits. Repeatable. Emphasis on creative work. Advanced investigation of techniques and process. Content varies by term related to process focus. Includes hollow-ware, forging, connections, casting, aluminum anodizing, enameling, stone setting. Prereq: ARTM 357 or equivalent.


ARTM 590. Issues and Practices in Metals. 3-5 Credits. Intensive critique, discussion, readings, and presentations. Prereq: M.F.A. standing only

ARTM 601. Research: [Topic]. 1-12 Credits. Repeatable.

ARTM 604. Internship: [Topic]. 1-12 Credits. Repeatable.

ARTM 605. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.

ARTM 606. Special Problems: [Topic]. 1-12 Credits. Repeatable.

ARTM 607. Seminar: [Topic]. 1-4 Credits. Repeatable.

ARTM 608. Colloquium: [Topic]. 1-8 Credits. Repeatable.

ARTM 609. Terminal Creative Project MFA. 1-12 Credits. Repeatable.

Courses

ARTP 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.


ARTP 381. Introductory Painting II. 4 Credits. Integrates concepts and approaches introduced in Introductory Painting I (ARTP 281) to develop more individual and complex strategies of form and meaning. Sequence with ARTP 281. Prereq: ARTP 281.


ARTP 391. Intermediate and Advanced Drawing. 4 Credits. Repeatable. Continued study in observation related to visual and spatial phenomena. Repeatable twice for a total of 12 credits. Prereq: ART 333.

ARTP 401. Research: [Topic]. 1-12 Credits. Repeatable.

ARTP 404. Internship: [Topic]. 1-12 Credits. Repeatable.

ARTP 405. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.

ARTP 406. Special Problems: [Topic]. 1-8 Credits. Repeatable.

ARTP 407. Seminar: [Topic]. 1-3 Credits. Repeatable.

ARTP 408. Workshop: [Topic]. 1-6 Credits. Repeatable.


ARTP 410. Experimental Course: [Topic]. 1-6 Credits. Repeatable.

ARTP 481. Advanced Painting Practice. 4 Credits. Repeatable. Pursuit of individual creative practice and forming the critical intelligence necessary to develop as an artist. Sequence: ARTP 281, 381, 390. Prereq: two terms ARTP 390.

ARTP 491. Advanced Drawing. 5 Credits.
Repeatable. Explores drawing in the expanded field, an experimental practice applicable to a broad range of media and ideas. Intended for students engaged in advanced, independent work.

ARTP 507. Seminar: [Topic]. 1-3 Credits.
Repeatable.

ARTP 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARTP 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARTP 590. Issues and Practices in Painting. 3-5 Credits.
Prereq: M.F.A. standing only

ARTP 591. Advanced Drawing. 5 Credits.
Repeatable. Explores drawing in the expanded field, an experimental practice applicable to a broad range of media and ideas. Intended for students engaged in advanced, independent work.

ARTP 601. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTP 604. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTP 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ARTP 606. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

ARTP 607. Seminar: [Topic]. 1-4 Credits.
Repeatable.

ARTP 608. Colloquium: [Topic]. 1-8 Credits.
Repeatable.

ARTP 609. Terminal Creative Project MFA. 1-12 Credits.
Repeatable.

Courses

ARTO 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ARTO 250. Introduction to Photography. 4 Credits.
Covers basic elements of photography using a DSLR camera and provides a broad-based understanding of photographic practice in a fine art context. Sequence with ARTO 350. Repeatable once for a maximum of 8 credits.

ARTO 350. Film and Darkroom. 4 Credits.
Prereq: ARTO 250.

ARTO 351. Constructed Image Photography. 4 Credits.
Repeatable. Explores processes and concepts extending beyond the single photographic image. Narrative and formal strategies in manipulation and sequencing, exploring the materiality of the photograph. Studio course. Repeatable once for a maximum of 8 credits.

ARTO 352. Creative Large-Format Photography. 4 Credits.
Repeatable. Introduces large-format cameras and their aesthetic possibilities. Four-by-five and eight-by-ten view cameras provided. Includes camera use, film and development, printing skills. Repeatable once for maximum of 8 credits.
Prereq: ARTO 350.

ARTO 401. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTO 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTO 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ARTO 406. Special Problems: [Topic]. 1-8 Credits.
Repeatable.

ARTO 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

ARTO 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARTO 409. Terminal Creative Project B.F.A.. 1-12 Credits.
Repeatable.

ARTO 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARTO 450. Digital Photography II. 4 Credits.
Repeatable. Addresses advanced methods in a digital workflow and the role of photography in contemporary art practice through various constructed, aesthetic, and conceptual approaches. Repeatable once for a maximum of 8 credits.
Prereq: ARTO 250.

ARTO 455. Conceptual Strategies in Photography. 4 Credits.
Repeatable. Studies the 1960s conceptual art movement and its influence on contemporary photography practice: open-ended projects respond to various conceptual frameworks. Repeatable once for a maximum of 8 credits.
Prereq: ARTO 250.

ARTO 476. Alternative Photographic Processes. 4 Credits.
Repeatable. Combines painterly concerns with printmaking ideas and photographic principles in a mixed-media approach to contemporary image-making through historic and antiquated processes. Studio course. Repeatable once for a maximum of 8 credits.
Prereq: ARTO 350; one course from ARTO 351, ARTO 352.

ARTO 484. Advanced Photography: [Topic]. 4 Credits.
Repeatable. Investigates photographic practice and philosophy through readings and discussion; students engage in personal studio practice and class critiques. Repeatable once for maximum of 8 credits.
Prereq: ARTO 450.

ARTO 490. Issues and Practices in Photography. 3-5 Credits.
Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. standing only

ARTO 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

ARTO 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARTO 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.
ARTO 550. Digital Photography II. 4 Credits.
Repeatable. Addresses advanced methods in a digital workflow and the role of photography in contemporary art practice through various constructed, aesthetic, and conceptual approaches. Repeatable once for a maximum of 8 credits.

ARTO 555. Conceptual Strategies in Photography. 4 Credits.
Repeatable. Studies the 1960s conceptual art movement and its influence on contemporary photography practice: open-ended projects respond to various conceptual frameworks. Repeatable once for a maximum of 8 credits.

ARTO 576. Alternative Photographic Processes. 4 Credits.
Repeatable. Combines painterly concerns with printmaking ideas and photographic principles in a mixed-media approach to contemporary image-making through historic and antiquated processes. Studio course. Repeatable once for a maximum of 8 credits.

ARTO 584. Advanced Photography: [Topic]. 4 Credits.
Repeatable. Investigates photographic practice and philosophy through readings and discussion; students engage in personal studio practice and class critiques. Repeatable once for a maximum of 8 credits.

Prereq: ARTO 352; ARTO 353 or 4/554.

ARTO 590. Issues and Practices in Photography. 3-5 Credits.
Intensive critique, discussion, readings, and presentations.
Prereq: M.F.A. standing only

ARTR 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ARTR 245. Introduction to Printmaking. 4 Credits.
Introduction to printmaking methodologies. Explores the unique print, multiples, and variable edition; techniques may include monotype, linocut, collagraph, etching, and screen print.

ARTR 346. Relief. 4 Credits.
Creative exploration of graphic and conceptual possibilities through woodcut and related relief printing methods; techniques include block cutting, registration, single and multicolor printing. Repeatable once for a maximum of 8 credits.
Prereq: ARTR 245.

ARTR 347. Intaglio. 4 Credits.
Techniques of etching, drypoint, engraving, aquatint, soft ground, lift ground, white ground, embossment, relief plate printing. Emphasizes personal imagery development. Repeatable once for a maximum of 8 credits.
Prereq: ARTR 245.

ARTR 348. Screen Printing. 4 Credits.
Creative exploration of graphic and conceptual possibilities through screen printing; techniques include registration, color, edition printing, and stencil-making using hand-drawn, photographic, and digital methods. Repeatable once for a maximum of 8 credits.
Prereq: ARTR 245.

ARTR 349. Lithography. 4 Credits.
Creative exploration of pictorial and conceptual possibilities through stone and plate lithography; techniques include transfer, image making, registration, and color work. Repeatable once for a maximum of 8 credits.
Prereq: ARTR 245.

ARTR 401. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTR 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTR 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ARTR 406. Special Problems: [Topic]. 1-8 Credits.
Repeatable.

ARTR 407. Seminar: [Topic]. 1-3 Credits.
Repeatable.

ARTR 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARTR 409. Terminal Creative Project B.F.A.. 1-12 Credits.
Repeatable.

ARTR 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARTR 446. Intermediate and Advanced Printmaking. 4 Credits.
Further exploration of printmaking techniques and concepts with an emphasis on creating a body of work; includes research, discussion, readings, and critiques.
Prereq: two terms from ARTR 245, 346, 347, 348, 349.

ARTR 490. Issues and Practices in Printmaking. 3-5 Credits.
Intensive critique, discussion, readings, and presentations.
Prereq: B.F.A. standing.

ARTR 507. Seminar: [Topic]. 1-3 Credits.
Repeatable.

ARTR 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

ARTR 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARTR 546. Intermediate and Advanced Printmaking. 4-6 Credits.
Further exploration of techniques and concepts with emphasis on discussion and creative work. Content varies by term and may include color methods, chine colle, monoprints.
Repeatable. Prereq: ARTR 346 or 347 or equivalent.

ARTR 590. Issues and Practices in Printmaking. 3-5 Credits.
Intensive critique, discussion, readings, and presentations.
Prereq: M.F.A. standing.
ARTR 601. Research: [Topic]. 1-12 Credits. Repeatable.

ARTR 604. Internship: [Topic]. 1-12 Credits. Repeatable.

ARTR 605. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.

ARTR 606. Special Problems: [Topic]. 1-12 Credits. Repeatable.

ARTR 607. Seminar: [Topic]. 1-4 Credits. Repeatable.

ARTR 608. Colloquium: [Topic]. 1-8 Credits. Repeatable.

ARTR 609. Terminal Creative Project MFA. 1-12 Credits. Repeatable.

Courses

ARTS 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.

ARTS 288. Sculpture I: Mixed Media. 3-5 Credits.

ARTS 393. Sculpture II: [Topic]. 3-5 Credits.

ARTS 401. Research: [Topic]. 1-12 Credits. Repeatable.

ARTS 404. Internship: [Topic]. 1-12 Credits. Repeatable.

ARTS 405. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.

ARTS 406. Special Problems: [Topic]. 1-8 Credits. Repeatable.

ARTS 407. Seminar: [Topic]. 1-3 Credits. Repeatable.

ARTS 408. Workshop: [Topic]. 1-6 Credits. Repeatable.


ARTS 410. Experimental Course: [Topic]. 1-6 Credits. Repeatable.

ARTS 490. Issues and Practices in Sculpture. 3-5 Credits.
Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. standing.

ARTS 491. Methodologies: [Topic]. 4 Credits.
Explores conceptually driven topics in sculpture such as formless, assemblage, and new landscapes. Sequence with ARTS 288, 393, 493. Repeatable twice for a maximum of 12 credits. Prereq: ARTS 288, ARTS 393.

ARTS 493. Advanced Sculpture. 4 Credits.
Designed for students who have completed several upper-division sculpture courses. Individual and group critiques; development and articulation of individual voice. Repeatable once for a maximum of 8 credits. Prereq: ARTS 288, ARTS 393.

ARTS 507. Seminar: [Topic]. 1-3 Credits. Repeatable.

ARTS 508. Workshop: [Topic]. 1-6 Credits. Repeatable.

ARTS 510. Experimental Course: [Topic]. 1-6 Credits. Repeatable.

ARTS 590. Issues and Practices in Sculpture. 3-5 Credits.
Intensive critique, discussion, readings, and presentations. Prereq: M.F.A. standing.

ARTS 591. Methodologies: [Topic]. 4 Credits.
Explores conceptually driven topics in sculpture such as formless, assemblage, and new landscapes. Repeatable twice for a maximum of 12 credits.

ARTS 601. Research: [Topic]. 1-12 Credits. Repeatable.

ARTS 604. Internship: [Topic]. 1-12 Credits. Repeatable.

ARTS 605. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.

ARTS 606. Special Problems: [Topic]. 1-12 Credits. Repeatable.

ARTS 607. Seminar: [Topic]. 1-4 Credits. Repeatable.

ARTS 608. Colloquium: [Topic]. 1-8 Credits. Repeatable.

ARTS 609. Terminal Creative Project MFA. 1-12 Credits. Repeatable.

Arts and Administration

The Arts and Administration Program combines knowledge in the visual, literary, and performing arts with social, cultural, managerial, and educational concerns that pertain to administering nonprofit, for-profit, and public arts organizations and programs. The field of specialization, arts management, is a multidisciplinary field, dedicated to increasing opportunities in arts and culture for individuals and society.

The program is in the process of merging with the School of Planning, Public Policy and Management. As part of this merger, undergraduate and graduate programs of study are being modified. For more information, please contact aadinfo@uoregon.edu.

Faculty

Lisa Abia-Smith, senior instructor (art and special populations, art and museum education, arts in health care); director, educational outreach, Jordan Schnitzer Museum of Art. BA, 1989, St. Mary’s College of California; MA, 1992, John F. Kennedy. (1997)
Doug Blandy, professor (art and community service, art and special populations); associate dean, academic affairs. BS, 1974, Ohio; MA, 1979, PhD, 1983, Ohio State. (1987)


Emeriti

Rogena M. Degge, professor emerita. BA, 1964, Fresno State; MS, 1972, PhD, 1975, Oregon. (1979)


Jane Gehring, associate professor emerita. BS, 1940, Michigan State Teachers; MS, 1960, Oregon. (1958)

Beverly J. Jones, associate professor emerita. BS, 1967, Oregon College of Education; MS, 1976, PhD, 1977, Oregon. (1977)

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

Undergraduate Studies
The arts management minor is designed for students with an interest in participating in, leading, and managing arts organizations and activities across the arts sector.

The Arts and Administration Program is in the process of merging with the School of Planning, Public Policy and Management. As part of this merger, undergraduate and graduate programs of study are being modified. For more information, please contact aadinfo@uoregon.edu.

Undergraduate courses that are approved for the arts and letters group requirement are listed on the registrar’s website (https://registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 312</td>
<td>Arts Management</td>
<td>4</td>
</tr>
<tr>
<td>AAD 451</td>
<td>Community Cultural Development</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 250</td>
<td>Art and Human Values</td>
<td>4</td>
</tr>
<tr>
<td>AAD 251</td>
<td>The Arts and Visual Literacy</td>
<td>4</td>
</tr>
<tr>
<td>AAD 252</td>
<td>Art and Gender</td>
<td>4</td>
</tr>
</tbody>
</table>

16 upper-division credits selected from the following approved courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 301</td>
<td>Understanding Arts and Creative Sectors</td>
</tr>
<tr>
<td>AAD 315</td>
<td>Funding the Arts</td>
</tr>
<tr>
<td>AAD 409</td>
<td>Practicum: [Topic]</td>
</tr>
<tr>
<td>AAD 420</td>
<td>Event Management</td>
</tr>
<tr>
<td>AAD 421</td>
<td>Cultural Programming</td>
</tr>
<tr>
<td>AAD 429</td>
<td>Museum Education</td>
</tr>
<tr>
<td>AAD 430</td>
<td>Youth Arts Curriculum and Methods</td>
</tr>
<tr>
<td>AAD 434</td>
<td>Entrepreneurship and the Arts</td>
</tr>
<tr>
<td>AAD 435</td>
<td>Arts Business Development</td>
</tr>
<tr>
<td>AAD 471</td>
<td>Performing Arts Management</td>
</tr>
</tbody>
</table>

Total Credits 28

The Arts and Administration program is in the process of merging with the School of Planning, Public Policy and Management. As part of this merger, undergraduate and graduate programs of study are being modified. For more information, please contact aadinfo@uoregon.edu.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third term of first-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education group-satisfying course</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 205</td>
<td>Introduction to City Planning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education group-satisfying course</td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 201</td>
<td>Introduction to Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 413</td>
<td>Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 201</td>
<td>Introduction to Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 413</td>
<td>Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 280</td>
<td>Introduction to the Nonprofit Sector</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 415</td>
<td>Policy and Planning Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses with PPPM subject code</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses with PPPM subject code</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 434</td>
<td>Urban Geographic Information Systems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses with PPPM subject code</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 494</td>
<td>Practice of Leadership and Change</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective courses with PPPM subject code</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Science in Arts Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education group-satisfying courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or WR 123</td>
<td>or College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education group-satisfying courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education group-satisfying courses</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
## Arts and Administration

### Graduate Studies

Arts management is a multidisciplinary field focused on promoting the arts and culture for individuals and societies. Knowledge and expertise from the arts and culture is combined with social, cultural, managerial, and educational perspectives for the purpose of creating, implementing, and administering cultural programs in nonprofit, for-profit, and unincorporated organizations and institutions.

The Arts and Administration Program is in the process of merging with the School of Planning, Public Policy and Management. As part of this merger, undergraduate and graduate programs of study are being modified. For more information, please contact aadinfo@uoregon.edu.

### Courses

**AAD 198. Workshop: [Topic]. 1-5 Credits.**
Repeatable.

**AAD 199. Special Studies: [Topic]. 1-5 Credits.**
Repeatable.

**AAD 250. Art and Human Values. 4 Credits.**
Addresses fundamental aesthetic theory and practice questions resulting from viewing art as a powerful communicator of social and cultural values. Values, rights, and responsibilities of the contemporary visual environment.

**AAD 251. The Arts and Visual Literacy. 4 Credits.**
Explores ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual information within sociocultural contexts.

**AAD 252. Art and Gender. 4 Credits.**
Addresses sociocultural factors influencing roles of women and men in arts disciplines. Examines underlying social structures that affect how we define art and artists.

**AAD 301. Understanding Arts and Creative Sectors. 4 Credits.**
Mapping the concepts of “art world” and “creative sector” as they relate to each other and to the practice of arts administration.
AAD 312. Arts Management. 4 Credits.
Introduces the field of professional management of arts organizations such as museums, galleries, community arts centers, and performing arts centers.

AAD 315. Funding the Arts. 4 Credits.
Introduces the marketing and fundraising management functions in arts organizations such as museums, galleries, community arts centers, and performing arts organizations.

AAD 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

AAD 401. Research: [Topic]. 1-18 Credits.
Repeatable.

AAD 404. Internship: [Topic]. 1-18 Credits.
Repeatable.

AAD 405. Reading and Conference: [Topic]. 1-18 Credits.
Repeatable.

AAD 406. Special Problems: [Topic]. 1-18 Credits.
Repeatable.

AAD 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

AAD 408. Workshop: [Topic]. 1-18 Credits.
Repeatable.

AAD 409. Practicum: [Topic]. 1-18 Credits.
Repeatable.

AAD 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Current topics are The Cultural Museum, The History Museum, Performing Arts Policy and Administration.

AAD 420. Event Management. 4 Credits.
Examines management practices and trends of special events, festival, celebrations, and fundraisers sponsored by organizations.

AAD 421. Cultural Programming. 4 Credits.
Explores the practice and theory related to arts and cultural programming in the public sector.

AAD 422. Arts Program Theory. 4 Credits.
Explores program theory, principles, and practices associated with comprehensive arts programs.

AAD 425. Ethics in the Arts and Museums. 4 Credits.
Introduces current ethical concerns relevant to museums and the audiences they serve and focuses on the philosophical and practical dilemmas faced by exhibiting institutions.

AAD 429. Museum Education. 4 Credits.
Examines theory and practice of museum education. Analyzes program-development approaches for university and community audiences; creates educational materials for campus and local museums.

AAD 430. Youth Arts Curriculum and Methods. 4 Credits.
Teachers in training are provided introductory knowledge and skills necessary for implementing arts instruction as an integral part of the core curriculum for younger learners.

AAD 434. Entrepreneurship and the Arts. 4 Credits.
Provides exploration into the evolution of entrepreneurship in the arts; instructs emerging artists to assess their entrepreneurial potential and develop strategic planning skills in finance, legal issues, and cultural leadership.

AAD 435. Arts Business Development. 4 Credits.
Integrating the entrepreneurial startup process with business skills; developing the strategies needed to transform creative ideas into successful ventures.

AAD 451. Community Cultural Development. 4 Credits.
Overview of services that art and art educators perform in the community. Explores settings, constituencies, philosophical approaches, methodologies, planning, and funding of community art programs.

AAD 462. Cultural Policy. 4 Credits.
Examines the impact of cultural policies and institutions on opportunities of the artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public.

AAD 471. Performing Arts Management. 4 Credits.
Examines development of cultural-policy institutions and processes worldwide; emphasis on understanding contemporary American cultural-policy issues. Governance and strategic planning; executive leadership; management; revenue; developing audiences; cross-cultural interactions.

AAD 472. Artistic Administration in the Performing Arts. 4 Credits.
Focuses on developing leadership and management skills for professional nonprofit performing arts administration (e.g., theater, music, opera, dance). Topics in artistic administration, programming, artist management, and operations and production management.

AAD 503. Thesis. 1-16 Credits.
Repeatable.

AAD 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

AAD 508. Workshop: [Topic]. 1-18 Credits.
Repeatable.

AAD 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Current topics are The Cultural Museum, The History Museum, Performing Arts Policy and Administration.

AAD 520. Event Management. 4 Credits.
Examines management practices and trends of special events, festival, celebrations, and fundraisers sponsored by organizations.

AAD 521. Cultural Programming. 4 Credits.
Explores the practice and theory related to arts and cultural programming in the public sector.

AAD 522. Arts Program Theory. 4 Credits.
Explores program theory, principles, and practices associated with comprehensive arts programs.

AAD 525. Ethics in the Arts and Museums. 4 Credits.
Introduces current ethical concerns relevant to museums and the audiences they serve and focuses on the philosophical and practical dilemmas faced by exhibiting institutions.

AAD 529. Museum Education. 4 Credits.
Examines theory and practice of museum education. Analyzes program-development approaches for university and community audiences; creates educational materials for campus and local museums.

AAD 530. Youth Arts Curriculum and Methods. 4 Credits.
Teachers in training are provided introductory knowledge and skills necessary for implementing arts instruction as an integral part of the core curriculum for younger learners.

AAD 551. Community Cultural Development. 4 Credits.
Overview of services that art and art educators perform in the community. Explores settings, constituencies, philosophical approaches, methodologies, planning, and funding of community art programs.
AAD 652. Cultural Policy. 4 Credits.
Examines the impact of cultural policies and institutions on opportunities of the artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public.

AAD 571. Performing Arts Management. 4 Credits.
Examines development of cultural-policy institutions and processes worldwide; emphasis on understanding contemporary American cultural-policy issues. Governance and strategic planning; executive leadership; management; revenue; developing audiences; cross-cultural interactions.

AAD 572. Artistic Administration in the Performing Arts. 4 Credits.
Focuses on developing leadership and management skills for professional nonprofit performing arts administration (e.g., theater, music, opera, dance). Topics in artistic administration, programming, artist management, and operations and production management.

AAD 601. Research: [Topic]. 1-16 Credits.
Repeatable.

AAD 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

AAD 604. Internship: [Topic]. 1-16 Credits.
Repeatable.

AAD 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

AAD 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

AAD 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

AAD 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

AAD 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

AAD 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

AAD 612. Cultural Administration. 4 Credits.
Provides a grounded foundation for course work in the Arts and Administration Program.

AAD 616. Arts Marketing, Media & Communication I. 4 Credits.
This class is the first part of a two-course sequence introducing students to issues shaping relationships between marketing, media, and communication in arts and culture sector work.

AAD 617. Arts Marketing, Media & Communication II. 4 Credits.
This class is the second part of a two-course sequence introducing students to issues shaping relationships between marketing, media, and communication in arts and culture sector work. Prereq: AAD 616.

AAD 630. Research Methodology. 4 Credits.
Scientific bases and classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports.

AAD 631. Research Proposal Development. 3 Credits.
Conceptualize, research, and develop proposal for graduate thesis or project. Prereq: AAD 630

Historic Preservation

James Buckley, Program Director

The University of Oregon's Historic Preservation Program is best described as having broad cultural concerns with a technical emphasis. Attention is given to historic places, buildings, and landscapes in terms of their specific forms, materials, construction, and use. The cultural and theoretical context in which they were developed is addressed, as is the impact of time upon their materials, meanings, and needs. The technologies, interpretations, and means for sustaining the presence of historic places in the future are also emphasized.

Students gain an understanding of historic resources and the processes for their preservation. This includes core courses in research methods, preservation history and theory, architectural history, and the economic, legal, and administrative processes of preservation. Students choose from three focal areas:

1. sustainable preservation theory, design, and technology
2. cultural resource management
3. resource identification and evaluation

Other focal areas are feasible but must be approved in advance by the submission of a curriculum plan by the student by the second term of the student's first year.

Courses are augmented by fieldwork in the urban, suburban, and rural areas of the region. Oregon contains Native American sites, rural buildings and landscapes developed by U.S. and European immigrant pioneers from the 1830s, as well as urban development since the 1840s. More recent transformations of the landscape by various ethnic groups and technological innovations are also explored. Extensive instructional use of the region takes place through an emphasis on the cultural and technical aspects of vernacular resources, field trips, participation in projects at the university, and through local community groups. There is also frequent involvement with the area's professionals, officials, and agencies concerned with historic resources.

Recent opportunities for experience include window restoration and traditional earth construction workshops, documentation for a Historic American Buildings Survey for the Alaska Regional Office of the National Park Service, U.S. Department of the Interior; a preservation field guide for the community of Ebey's Landing National Historical Reserve; a condition assessment and stabilization of Gilbert's Cabin in North Cascades National Park; a condition assessment of Frank Lloyd Wright's Usonian Gordon House in Silverton, Oregon; the documentation of the Finney House frontier cabin in Nevada City, Montana; the limestone roof replacement on a late sixteenth-century stone cottage on the island of Drvenik Veli, Croatia; and the reconstruction of the Ferry House porch in Ebey's Landing National Historical Reserve, Whidbey Island, Washington.

In addition to providing hands-on training in what might be considered mainstream preservation activities, the program emphasizes the importance of cultural conservation including issues of diversity, identity, and community development. This includes a concern not only for how various ethnic groups shaped buildings and landscapes in the distant past, but how similar settings are reproduced by cultural groups in the present. Individual research efforts by students are augmented by visiting lecturers, such as those by Boyd Pratt, Jean Carroon, and Gunny Harboe.
Beyond completing core and focal area courses, each student is required to complete individualized study, including reading and thesis research, a summer internship, and a thesis or terminal project. Some former students have chosen to develop specialties and concurrent master’s degrees in closely related fields such as architecture, landscape architecture, and planning, public policy and management; others have created more unique combinations with studies in museums, economic development, and Russian, East European, and Eurasian studies. Besides encouraging students to develop an individualized course of study, the program is characterized by students who exhibit self-motivation and individual initiative. These traits, which are not only expected but are also necessary for successful completion of the program, contribute to the professional growth of students. Graduates of the Historic Preservation Program are employed in preservation-related fields over a wide geographic area. Some choose to pursue work in the private sector as specialists in architectural offices or as consultants. Others serve in the public sector with municipal planning departments, state historic preservation offices, or federal cultural resources divisions. Some graduates choose to work with nonprofit agencies, while others select careers in preservation and restoration.

**Faculty**


James Buckley, associate professor; Venerable Chair in Historic Preservation. BA, 1982, Yale; MCRP, 1986, PhD, 2000, California, Berkeley. (2016)


*The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.*

**Participating**

Howard Davis, architecture

Keith Eggener, history of art and architecture

Mark Eisheid, landscape architecture

Mark Gillem, architecture

Maile Hutterer, history of art and architecture

Renee A. Irvin, planning, public policy and management

Robert L. Thallon, architecture

Jenny Young, architecture

**Minor**

**Undergraduate Studies**

**Important note:** The Historic Preservation Program is not currently accepting new undergraduate minors during the restructuring of the School of Architecture and Allied Arts into the College of Design.

Historic preservation is an inherently interdisciplinary field. The minor is particularly well-suited for students studying anthropology, architecture, history, the history of art and architecture, landscape architecture, and planning, public policy and management. Undergraduate students, no matter their major, are eligible to enroll in the minor, however.

The interdisciplinary minor in historic preservation requires a minimum of 27 credits as described below. The lowest accepted passing grade for courses used to complete the undergraduate minor in historic preservation is a C– or better. Some courses required for the minor are only offered every other year.

**Minor Program**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAP 411</td>
<td>Introduction to Historic Preservation</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAP 408</td>
<td>Workshop: [Topic] (Pacific Northwest Field School)</td>
<td></td>
</tr>
<tr>
<td>AAAP 410</td>
<td>Experimental Course: [Topic] (see program for current, approved offerings)</td>
<td></td>
</tr>
<tr>
<td>AAAP 415</td>
<td>Transportation and Preservation</td>
<td></td>
</tr>
<tr>
<td>AAAP 421</td>
<td>American Architecture from a Preservation Perspective I</td>
<td></td>
</tr>
<tr>
<td>AAAP 422</td>
<td>American Architecture from a Preservation Perspective II</td>
<td></td>
</tr>
<tr>
<td>AAAP 423</td>
<td>American Architecture from a Preservation Perspective III</td>
<td></td>
</tr>
<tr>
<td>AAAP 435</td>
<td>Historical Archaeology in Preservation</td>
<td></td>
</tr>
<tr>
<td>AAAP 441</td>
<td>Legal Issues in Historic Preservation</td>
<td></td>
</tr>
<tr>
<td>AAAP 451</td>
<td>Historic Survey and Inventory Methodology</td>
<td></td>
</tr>
<tr>
<td>AAAP 445</td>
<td>Overseas Experimental Program: Europe</td>
<td></td>
</tr>
</tbody>
</table>

**Related Courses**

Select courses from the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAP 431</td>
<td>National Register Nomination</td>
<td></td>
</tr>
<tr>
<td>AAD 429</td>
<td>Museum Education</td>
<td></td>
</tr>
<tr>
<td>AAD 462</td>
<td>Cultural Policy</td>
<td></td>
</tr>
<tr>
<td>ANTH 449</td>
<td>Cultural Resource Management</td>
<td></td>
</tr>
<tr>
<td>ANTH 450</td>
<td>The Anthropology Museum</td>
<td></td>
</tr>
<tr>
<td>ARCH 430</td>
<td>Architectural Contexts: Place and Culture</td>
<td></td>
</tr>
<tr>
<td>ARCH 440</td>
<td>Human Context of Design</td>
<td></td>
</tr>
<tr>
<td>ARCH 470</td>
<td>Building Construction</td>
<td></td>
</tr>
<tr>
<td>ARH 463</td>
<td>Native American Architecture</td>
<td></td>
</tr>
<tr>
<td>ARH 465</td>
<td>American Architecture II</td>
<td></td>
</tr>
</tbody>
</table>
Historic Preservation

ARH 466  American Architecture III
ARH 468
GEOG 471  North American Historical Landscapes
GEOG 481  GIScience I
LA 375  Contemporary American Landscape
PPPM 422  Grant Proposal Writing
PPPM 432  Justice and Urban Revitalization
PPPM 442  Sustainable Urban Development
PPPM 448  Collaborative Planning and Management
PPPM 452  Public Participation in Diverse Communities
PPPM 480  Nonprofit Management I
PPPM 481  Fundraising for Nonprofit Organizations

Total Credits 27

Courses from other university departments may be substituted with approval of the program director.

To declare the minor, please complete the undergraduate minor intent form (http://hp.uoregon.edu/sites/hp.uoregon.edu/files/downloads/HP%20Minor%20Intent%20Form%202013.pdf) and schedule an advising appointment with the program director, James Buckley (jbuckley@uoregon.edu), to clarify your goals for enrolling in the program and map out your curriculum. Once complete, submit your signed intent form to the program office.

• Master of Science

Graduate Studies

The program offers a master of science (MS) degree in historic preservation. Although no particular training is preferred, students whose backgrounds are primarily in historic preservation, architecture, landscape architecture, and architectural history are most prepared for this program. Course work includes training in the social sciences, 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 the Historic Preservation Committee, an interdepartmental committee in the School of Architecture and Environment.

Admission

Applications to the graduate program should contain the following:

1. Completed online application and fee
2. Biographical summary
3. Educational and professional summary
4. Statement of intent
5. Selected examples of written material, graphic work, or both
6. Official transcripts of all college work
7. Three letters of recommendation, preferably from academic or professional sources

Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores of at least 88.

Students who want to participate in the program through the Western Regional Graduate Program (WRGP) should inquire at the historic preservation office or the Graduate School.

General university regulations about graduate admission are described in the Graduate School section of this catalog.

The application deadline is January 15 for admission the following fall term. Requests for more information and application materials should be directed to the office staff of the Historic Preservation Program at histpres@uoregon.edu. Information is also available on the program website.

Master of Science Requirements

The MS degree in historic preservation requires 73 credits in five areas: historic preservation core courses, architectural history core courses, focal area courses, approved electives, and individualized study courses, which include thesis or terminal project, research, and an internship. Students choose one of three focal areas in which to specialize—sustainable preservation theory, design, and technology; cultural resource management; or resource identification and evaluation.

Historic Preservation Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAP 508</td>
<td>Workshop: [Topic] (Pacific Northwest Field School)</td>
<td>2</td>
</tr>
<tr>
<td>AAAP 511</td>
<td>Introduction to Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>AAAP 531</td>
<td>National Register Nomination</td>
<td>3</td>
</tr>
<tr>
<td>AAAP 541</td>
<td>Legal Issues in Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>or AAAP 515</td>
<td>Transportation and Preservation</td>
<td>3</td>
</tr>
<tr>
<td>or AAAP 545</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>AAAP 551</td>
<td>Historic Survey and Inventory Methodology</td>
<td>3</td>
</tr>
<tr>
<td>AAAP 610</td>
<td>Experimental Course: [Topic] (Thesis Proposal)</td>
<td>3</td>
</tr>
</tbody>
</table>

Architectural History Core

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAP 521</td>
<td>American Architecture from a Preservation Perspective I</td>
</tr>
<tr>
<td>AAAP 522</td>
<td>American Architecture from a Preservation Perspective II</td>
</tr>
<tr>
<td>AAAP 523</td>
<td>American Architecture from a Preservation Perspective III</td>
</tr>
</tbody>
</table>

Select one additional course (from the approved list) about the history of architecture, landscape architecture, interior architecture, or the history of building construction

Focal Area

Courses (see Focal Areas section below) 18

Electives

Courses in other focal areas, from approved list of courses, or in other departments with advisor approval 7

Individualized Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAP 601</td>
<td>Research: [Topic]</td>
</tr>
<tr>
<td>AAAP 609</td>
<td>Practicum: [Topic] (Internship I)</td>
</tr>
<tr>
<td>AAAP 607</td>
<td>Seminar: [Topic] (Internship II)</td>
</tr>
<tr>
<td>AAAP 503</td>
<td>Thesis</td>
</tr>
<tr>
<td>or AAAP 611</td>
<td>Terminal Project</td>
</tr>
</tbody>
</table>

Total Credits 73
Courses must be taken for a letter grade.

An internship is included in the Individualized Study requirements.

Before enrolling in Thesis (AAAP 503) or Terminal Project (AAAP 611), the student must develop a project proposal and have it approved by a committee of two or more members, at least one of whom must be University of Oregon faculty members. When the thesis or terminal project nears completion, the student must present the results of the project to faculty members and students and gain final approval of the project’s documentation from the faculty committee. Requirements for the final presentation are listed in the current graduate program guide.

### Focal Areas

The three focal areas described in this section reflect the particular interest areas and professional careers that are traditionally sought by program graduates. To focus their studies, students select courses from one of the three areas. Those who want to pursue a broader range of interests may select courses from more than one of the focal areas and develop an approved alternative focal area. It is the student’s responsibility to construct such an alternative focal area and present it to the program director for approval no later than the second quarter of the first year of study. A full list of courses for each focal area are available on the program website: hp.uoregon.edu/master-science-degree-requirements.

- **Sustainable Preservation Theory, Design, and Technology.**
  Focusing on the practice of preservation, emphasis is placed on the skills needed to research, plan, and direct the restoration and adaptive reuse of buildings, places, and landscapes as well as to determine the appropriate levels of treatment.

- **Cultural Resource Management.**
  Embodied in historic preservation is the management of cultural resources. This focal area provides the legal, planning, and management skills needed for individuals to work within organizations that support efforts to manage cultural resources in both the public and private sectors.

- **Resource Identification and Evaluation.**
  This focal area reveals the insights and investigative tools for archival and cultural resource research to establish the history and context of buildings, interior spaces, and landscapes that determined settlement, organization, and a sense of place.

### AAAP 120. University of Oregon: Preservation and Place. 4 Credits.

Study of the University of Oregon’s historic physical environment as understood through the lens of historic preservation and complementary disciplines.

### AAAP 199. Special Studies: [Topic]. 1-5 Credits.

Repeatable.

### AAAP 406. Special Problems: [Topic]. 1-6 Credits.

Repeatable when topic changes.

### AAAP 407. Seminar: [Topic]. 1-5 Credits.

Repeatable.

### AAAP 408. Workshop: [Topic]. 1-5 Credits.

Repeatable.

### AAAP 410. Experimental Course: [Topic]. 1-5 Credits.


### AAAP 411. Introduction to Historic Preservation. 3 Credits.

History, evolution, modern concepts, and professional techniques of historic preservation.

### AAAP 415. Transportation and Preservation. 3 Credits.

Addresses compliance issues with preservation laws relating to transportation development. Includes understanding processes and negotiating needs of the resource with the needs of transportation authorities.

### AAAP 421. American Architecture from a Preservation Perspective I. 4 Credits.

American built environment from the colonial era to the federal period. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

### AAAP 422. American Architecture from a Preservation Perspective II. 4 Credits.

American built environment from 1893 to the present. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

### AAAP 423. American Architecture from a Preservation Perspective III. 4 Credits.

American built environment from 1893 to the present. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

### AAAP 431. National Register Nomination. 3 Credits.

Provides information and instruction on all aspects of the National Register program and process. Facilitates completion of registration form. Prereq: AAAP 411.

### AAAP 435. Historical Archaeology in Preservation. 3 Credits.

Explores the interrelationships between historical archaeology and historic preservation. Covers First Amendment, eminent domain, due process, police powers, regulatory “takings,” and aesthetic zoning.

### AAAP 451. Historic Survey and Inventory Methodology. 3 Credits.

Examines how historic inventories help communities plan for wise use of historic resources. Includes complete reconnaissance and survey documentation for historic properties and development of historic context statement.

### AAAP 503. Thesis. 1-12 Credits.

Repeatable.

### AAAP 507. Seminar: [Topic]. 1-5 Credits.

Repeatable.

### AAAP 508. Workshop: [Topic]. 1-5 Credits.

Repeatable.

### AAAP 510. Experimental Course: [Topic]. 1-5 Credits.


### AAAP 511. Introduction to Historic Preservation. 3 Credits.

History, evolution, modern concepts, and professional techniques of historic preservation.
AAAP 515. Transportation and Preservation. 3 Credits.
Addresses compliance issues with preservation laws relating to transportation development. Includes understanding processes and negotiating needs of the resource with the needs of transportation authorities.

AAAP 521. American Architecture from a Preservation Perspective I. 4 Credits.
American built environment from the colonial era to the federal period. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

AAAP 522. American Architecture from a Preservation Perspective II. 4 Credits.
American built environment from the federal period to 1893. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

AAAP 523. American Architecture from a Preservation Perspective III. 4 Credits.
American built environment from 1893 to the present. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

AAAP 531. National Register Nomination. 3 Credits.
Provides information and instruction on all aspects of the National Register program and process. Facilitates completion of registration form. Prereq: AAAP 511.

AAAP 535. Historical Archaeology in Preservation. 3 Credits.
Explores the interrelationships between historical archaeology and historic preservation, two fields linked together by common interests in documentation, identification, interpretation, and preservation of heritage resources.

AAAP 541. Legal Issues in Historic Preservation. 3 Credits.
Examines constitutional, statutory, and common law affecting historic preservation. Covers First Amendment, eminent domain, due process, police powers, regulatory " takings," and aesthetic zoning.

AAAP 551. Historic Survey and Inventory Methodology. 3 Credits.
Examines how historic inventories help communities plan for wise use of historic resources. Includes complete reconnaissance and survey documentation for historic properties and development of historic context statement.

AAAP 601. Research: [Topic]. 1-6 Credits.
Repeatable.

AAAP 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

AAAP 604. Internship: [Topic]. 1-9 Credits.
Repeatable.

AAAP 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

AAAP 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable.

AAAP 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

AAAP 608. Workshop: [Topic]. 1-5 Credits.
Repeatable.

AAAP 609. Practicum: [Topic]. 1-6 Credits.
Repeatable.

AAAP 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

AAAP 611. Terminal Project. 1-12 Credits.
Repeatable.

History of Art and Architecture

Kate Mondloch, Department Head
541-346-3675
237D Lawrence Hall
5229 University of Oregon
Eugene, Oregon 97403-5229

The Department of the History of Art and Architecture offers study in the principal art and architectural traditions of Asia, the Americas, Europe, and the Mediterranean. Courses are 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 undergraduate program prepares students for graduate studies in art history; it also leads to opportunities in the business world, art museums, and galleries. The graduate program emphasizes both breadth and depth, and it is characterized by close working relationships between students and the faculty.

Students explore global history, culture, and society through art and architecture from antiquity to the present day. Trained to celebrate the broad spectrum of human creativity and expression, art history students are natural ambassadors of pluralism and tolerance, developing skills in appreciating visual and material culture to make them true global citizens—ideally equipped to correlate historical events and concerns with important contemporary and international phenomena.

The history of art and architecture program at Oregon is comprehensive in scope. Students learn at least one ancient or modern language associated with their main area of interest, and courses examine cultural production from around the globe. The department trains students to become guardians and advocates for culture and the arts within Oregon, the United States, and the world.

Because of this rigorous training in critical thinking and communication, art history is not merely a preprofessional major for future art historians. An art history degree prepares students to embark on an array of professional careers, including those in business, education, law, private and nonprofit organizations, professional writing, and publishing. More specialized careers include art-based professions in museums, galleries, archives, and cultural institutes.

Financial Assistance

The department offers a number of awards and scholarships for undergraduate and graduate students in art history:

- Amy and Ross Kari Scholarship in Art History
- Mr. and Mrs. Eric G. Clarke Scholarship in Oriental Art
- Gloria T. Lee Graduate Scholarship in Art History
- Gloria T. Lee Scholarship in Art History
- Ina McClung Art Scholarship Award
- Sponenburgh Endowment for the History of Aesthetics of Sculpture
- Marian C. Donnelly Award in Art History (Book Award)
- Marion Dean Ross Award in Architectural History (Book Award)
- Ellen Johnston-Laing Award in Asian Art (Book Award)

Support for travel is available through the Marian C. Donnelly Student Award, the Graduate Travel Award, the Alice Wingwall Award, and the
Amy and Ross Kari Travel Grant. Students may also seek scholarship aid through the College of Design and the university’s financial aid office.

**Faculty**


Ocean Howell, assistant professor (history and architectural history). See Robert Donald Clark Honors College.

Maile Hutterer, assistant professor (medieval art and architecture). BA, 2004, California, Santa Barbara; PhD, 2011, New York University. (2014)


Kate Mondloch, associate professor (contemporary art); associate director, new media and culture certificate. BA, 1994, Georgetown; MA, 2000, PhD, 2005, California, Los Angeles. (2005)


**Emeriti**


W. Sherwin Simmons, professor emeritus. BA, 1967, Yale; MA, 1975, PhD, 1979, Johns Hopkins. (1973)


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

- Bachelor of Arts
- Western Art Minor
- Asian or Other Non-Western Art Minor
- Architectural History Minor

**Undergraduate Studies**

The major combines the study of art and architectural history, leading to the bachelor of arts (BA) degree. The department regularly offers courses on art, architecture, and visual culture from the following time periods and regions:

- Ancient
- Medieval
- Early Modern
- Modern and Contemporary
- East Asian (Chinese and Japanese)
- European
- North American and Latin American
- Mediterranean (Greek, Roman, Near East) and Middle Eastern
- Recent courses in other areas of focus including Indian, Korean, African, and Islamic traditions

**Bachelor of Arts Degree Requirements**

Students wanting to major in art history must file an application form with the department in consultation with the director of undergraduate studies. Once admitted, students should remain in regular contact with the director of undergraduate studies for advising on departmental requirements. Students should consult the academic advisor at the College of Design Student Services office for guidance on other university-wide requirements. Majors must take art history courses for letter grades and pass them with grades of C– or better.

**Foreign Language Guidelines**

Majors are required to complete the language requirement as described under the university’s bachelor of arts requirements (p. 907). French, German, and Italian are the most commonly used languages in Western art history research; Chinese and Japanese are essential for most areas of East Asian art history. Because these languages are required for advanced research and graduate study in art history as well as other humanistic disciplines, majors are urged to choose one of them to satisfy the BA requirement. Substitution of other languages may be appropriate to a field of interest. Students are urged to consult with their advisors when selecting a language for study.

**General Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio art (e.g., drawing, sculpture, or design)</td>
<td>4</td>
</tr>
<tr>
<td>Two years of a second language to satisfy BA degree requirements</td>
<td>27</td>
</tr>
<tr>
<td>ARH 300 Critical Approaches to Art-Historical Study</td>
<td>4</td>
</tr>
<tr>
<td>Eight upper-division courses and electives</td>
<td>32</td>
</tr>
<tr>
<td>Option 1: European and American Art History Specialization</td>
<td>16</td>
</tr>
</tbody>
</table>

[1][2][3][4]
ARH 204–206 History of Western Art I-III
ARH 208 History of Chinese Art
or ARH 209 History of Japanese Art
or ARH 210 Contemporary Asian Art and Architecture

Option 2: Asian Art History Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 204</td>
<td>History of Western Art I</td>
<td></td>
</tr>
<tr>
<td>or ARH 205</td>
<td>History of Western Art II</td>
<td></td>
</tr>
<tr>
<td>or ARH 206</td>
<td>History of Western Art III</td>
<td></td>
</tr>
<tr>
<td>ARH 208</td>
<td>History of Chinese Art</td>
<td></td>
</tr>
<tr>
<td>ARH 209</td>
<td>History of Japanese Art</td>
<td></td>
</tr>
<tr>
<td>ARH 210</td>
<td>Contemporary Asian Art and Architecture</td>
<td></td>
</tr>
</tbody>
</table>

ARH 358 History of Design

Option 3: Architectural History Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 314–315</td>
<td>History of Western Architecture I-II</td>
<td>8</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 101</td>
<td>Global Masterpieces: Monuments in Context</td>
<td></td>
</tr>
<tr>
<td>ARH 204</td>
<td>History of Western Art I</td>
<td></td>
</tr>
<tr>
<td>ARH 205</td>
<td>History of Western Art II</td>
<td></td>
</tr>
<tr>
<td>ARH 206</td>
<td>History of Western Art III</td>
<td></td>
</tr>
<tr>
<td>ARH 208</td>
<td>History of Chinese Art</td>
<td></td>
</tr>
<tr>
<td>ARH 209</td>
<td>History of Japanese Art</td>
<td></td>
</tr>
<tr>
<td>ARH 210</td>
<td>Contemporary Asian Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ARH 358</td>
<td>History of Design</td>
<td></td>
</tr>
</tbody>
</table>

1. Majors must take art history courses for letter grades and pass them with grades of C– or better.
2. Four of the eight courses must be at the 400 level.
3. For a concentration, students select three areas of interest from the Course Areas list and take two courses from each of those three areas of interest for a total of six courses.
4. Elective requirement: two additional upper-division courses (totaling 8 graded credits) in any area or areas.

Minor Requirements

Students who plan to earn a minor in art history must file an application form with the department in consultation with the director of undergraduate studies. Once admitted, students should remain in contact with the director of undergraduate studies for personalized advising.

Requirements

Three lower-division and four upper-division art history courses (totaling 26 credits minimum) are required to complete the minor. At least 20 credits must be completed in residence at the University of Oregon (nontransfer courses), and all art and architectural history courses (subject code ARH) required for the minor must be passed with the equivalent of a C– or better.

Lower-division courses include any 100- or 200-level ARH courses as well as History of World Architecture I (ARH 314) and History of World Architecture II (ARH 315). Upper-division courses include any 300- or 400-level ARH courses (with the exception of ARH 314 and 315).

Honors Program

Majors in the history of art and architecture department may apply to the department’s honors essay program if they have

1. completed four lower-division art history courses and at least 12 credits in upper-division courses
2. completed Critical Approaches to Art-Historical Study (ARH 300) with a grade of A– or better
3. an average GPA of 3.50 or higher in art history courses
4. submitted the departmental honors application form (available online) to the director of undergraduate studies, indicating the support of a faculty advisor

Students are urged to present a first draft of the essay to the faculty advisor six weeks before the end of the term, and a final draft must be submitted two weeks before the end of the same term.

The honors essay must demonstrate the student’s ability to formulate a significant research problem. The essay should have approximately 20 pages of text, not including notes, bibliography, and illustrations. A copy of the honors essay is deposited in departmental files.

Honors candidates who maintain a 3.50 GPA in all courses required for the art history major are awarded departmental honors upon the approval of their essay by the faculty advisor.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Art History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>Placeholder</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
Candidates for the MA degree must complete 45 credits in courses approved by the student’s advisor, as well as satisfy the general requirements of the Graduate School for residence. Of the 45 credits, a minimum of 36 must be graduate credits in research-based courses, taken for a letter grade. Of the 36 graduate credits required, a minimum of 12 credits must be in the student’s major field of study, as soon as possible in their academic program. University policy specifies that at least one full-time academic year—the residency year—must be completed following admission into the doctoral program. During this year of residency, the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time UO course work toward the degree, with a minimum of 9 completed graduate credits a term. Courses in Research: [Topic] (ARH 601), Reading and Conference: [Topic] (ARH 605), and other individualized study options may be a part of the 9 credits, but the majority of the year of residency is expected to consist of regular graduate course work.

5. Foreign Language Requirement. The department requires that MA degree candidates demonstrate reading proficiency in at least one foreign language. The chosen language must be approved by the student’s advisor and should be relevant to the student’s scholarly interests. Language proficiency is typically demonstrated in one of several ways:

- by passing a written language exam given by the department;
- by providing an official transcript from the University of Oregon or elsewhere that shows satisfactory completion of the second or third year of the language, as determined by the student’s primary advisor;
- by presenting evidence of having achieved equivalent results on a standardized foreign-language placement test.

The foreign language requirement may be waived for a student who has completed a high school or higher degree that employed the target language as the primary language of instruction. Students who expect to pursue a PhD should also acquire a research capability in additional languages, as appropriate to the student’s area of study, as soon as possible in their academic program.

Additional information regarding the MA is available from the Department of the History of Art and Architecture office or on the website.

Doctor of Philosophy Requirements

To fulfill the requirements for the PhD, students are expected to take a total of 72 credits, selected in consultation with the student’s advisor. Of the 72 credits, at least 36 credits must be in ARH courses and taken for a letter grade. Of the 36 graduate credits required, a minimum of 12 must be in graduate seminars (600 level), including Graduate Studies in Art History (ARH 611). Students are required to complete all required course work before taking their field exams. Credits earned in Reading and Conference: [Topic] (ARH 605) or Dissertation (ARH 603) cannot count toward the 36 credits required.

Students are expected to declare a major field of study by spring term of their first year. Students are required to take a minimum of 12 credits in their major field and at least 8 credits in their minor field at the graduate level (500 or 600 level) prior to taking their field exams.

Students entering the PhD program with an MA in hand may petition to waive some course work requirements to more quickly progress through the program. University policy specifies that at least one full-time academic year—the residency year—must be completed following admission into the doctoral program. During this year of residency, the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time UO course work toward the degree, with a minimum of 9 completed graduate credits a term. Courses in Research: [Topic] (ARH 601), Reading and Conference: [Topic] (ARH 605), and other individualized study options may be a part of the 9 credits, but the majority of the year of residency is expected to consist of regular graduate course work.
Foreign Language Requirement
Students should acquire a research capability in two foreign languages appropriate to the student's area of study as soon as possible in their academic program, unless otherwise approved by the student's advisor.

Advancement to Candidacy
Students are required to complete all required course work before taking their field exams. Students are officially advanced to candidacy in the PhD program upon completion of two written field exams: one in a major field in art and architectural history and one in a minor field in art and architectural history or another discipline with departmental approval. The department offers field examinations in the following categories:

- Greek
- Roman
- Latin American
- North American
- Medieval
- Renaissance and Baroque
- Modern
- Contemporary
- Chinese
- Japanese

Additional information regarding the PhD is available from the Department of the History of Art and Architecture office or on the website.

Courses

ARH 101. Global Masterpieces: Monuments in Context. 4 Credits.
Introduction to art and architectural history through examination of thirteen key sites from around the world. Themes include religion, politics, domesticity, and modernity.

ARH 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

ARH 204. History of Western Art I. 4 Credits.
Historical survey of visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the ancient cultures producing them.

ARH 205. History of Western Art II. 4 Credits.
Historical survey of visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the medieval to early Renaissance cultures producing them.

ARH 206. History of Western Art III. 4 Credits.
Historical survey of visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the Renaissance to modern cultures producing them.

ARH 208. History of Chinese Art. 4 Credits.
Historical survey of the visual arts of China. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced.

ARH 209. History of Japanese Art. 4 Credits.
Historical survey of the visual arts of Japan. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced.

ARH 210. Contemporary Asian Art and Architecture. 4 Credits.
Broad survey of modern and contemporary Asian art, architecture, and film.

ARH 211. Survey of Latin American Arts. 4 Credits.
Overview of the rich tradition of visual arts within Latin America from the pre-Columbian period, through the art of the Spanish vicerealties, to the contemporary artistic landscape.

ARH 300. Critical Approaches to Art-Historical Study. 4 Credits.
Methodologies used to study art history (historic, iconographic, formal). Materials drawn from Asian and Western artistic traditions; bibliography, oral presentations, and papers. Prereq: junior standing, major status.

ARH 314. History of World Architecture I. 4 Credits.
Survey of global architectural developments from prehistory to the Middle Ages. Series with ARH 315.

ARH 315. History of World Architecture II. 4 Credits.
Survey of global architectural developments from c. 1400 to the present. Series with ARH 314.

ARH 322. Art of Ancient Greece. 4 Credits.
Introduction to major traditions, functions, and styles of Greek art from the Bronze Age through the Archaic to the Classical and Hellenistic periods.

ARH 323. Art of Ancient Rome. 4 Credits.
Introduction to major traditions, functions, and styles of the art of ancient Italy and the Roman Empire, from the Etruscans through the Republic to the art of Constantine the Great.

ARH 324. Art and Politics in the Ancient World. 4 Credits.
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.

ARH 326. The Acropolis of Athens. 4 Credits.
The principal architectural and sculptural monuments of the Athenian Acropolis. Emphasis on works from the Age of Pericles. Selected literary texts read in translation.

ARH 341. Italian Renaissance Art. 4 Credits.
Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context.

ARH 342. Southern Baroque Art. 4 Credits.
Italian and Spanish art of the late 16th and the 17th centuries. Focus on Caravaggio, Carracci, Bernini, Velazquez, other leading artists.

ARH 343. Northern Renaissance Art. 4 Credits.
Painting and graphic arts in the Netherlands, Germany, and France in the 15th and 16th centuries. Van Eyck, Durer, Holbein, other leading artists. Harper.

ARH 348. Rome in Age of Bernini. 4 Credits.
Painting, sculpture, architecture, urbanism in 17th-century Rome with special reference to Bernini, the dominant figure. Patronage and society in the city of the popes.

ARH 350. History of Manga. 4 Credits.
Survey of the history of Manga (Japanese comics) from the 19th Century to the present.

ARH 351. 19th-Century Art. 4 Credits.
Introduction to artistic movements in Europe from 1780 to the 1880s including neoclassicism, romanticism, realism, and impressionism.

ARH 353. Modern Art, 1880–1950. 4 Credits.
Modern art from postimpressionism to abstract expressionism in relation to intellectual and historical developments. Series with ARH 354.
ARH 354. Contemporary Art. 4 Credits.  
Survey of contemporary art in the West from 1945 to the present in relation to historical, social, cultural, and political concerns.

ARH 358. History of Design. 4 Credits.  
Design from the late 18th century to the present—considered in relation to social, political, and technological developments.

ARH 359. History of Photography. 4 Credits.  
Photography from the early 19th-century to the present, aesthetics of the medium, its relationship to painting and the graphic arts, and its social role.

ARH 387. Chinese Buddhist Art. 4 Credits.  
Introduction to selective aspects of the history of Buddhist art in China. Emphasis on sculpture and painting.

ARH 399. Special Studies: [Topic]. 1-5 Credits.  
Repeatable. Offerings vary from year to year and reflect the interests of faculty members.

ARH 401. Research: [Topic]. 1-5 Credits.  
Repeatable.

ARH 403. Thesis. 1-6 Credits.  
Repeatable.  
Prereq: ARH 401; major standing.

ARH 404. Internship: [Topic]. 1-5 Credits.  
Repeatable.

ARH 405. Reading and Conference: [Topic]. 1-5 Credits.  
Repeatable.

ARH 406. Field Studies: [Topic]. 1-5 Credits.  
Repeatable.

ARH 407. Seminar: [Topic]. 1-5 Credits.  
Repeatable.

ARH 408. Workshop: [Topic]. 1-5 Credits.  
Repeatable.

ARH 409. Practicum: [Topic]. 1-9 Credits.  
Repeatable.

ARH 410. Experimental Course: [Topic]. 1-5 Credits.  
Repeatable. Offerings vary from year to year and reflect the interests of faculty members.

ARH 424. Classical Greek Art. 4 Credits.  
Greek art in the 5th and 4th centuries BC. Emphasizes major artistic programs of Olympia and Athens and classical attitudes toward the representation of the human form.  
Prereq: ARH 204 or ARH 322.

Major developments in American architecture, 1800–1900. Includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence.  
Prereq: ARH 206 or ARH 315.

ARH 465. American Architecture II. 4 Credits.  
Major developments in American architecture, 1800–1900. Includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence.  
Prereq: ARH 206 or ARH 315.

ARH 466. American Architecture III. 4 Credits.  
Major developments in American architecture, 1885 to the present. Emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism.  
Prereq: ARH 206 or ARH 315.

ARH 488. Japanese Prints. 4 Credits.  
The woodblock print in Japan as part of the cultural, social, and political conditions.

ARH 503. Thesis. 1-9 Credits.  
Repeatable.

ARH 507. Seminar: [Topic]. 1-5 Credits.  
Repeatable.

ARH 508. Workshop: [Topic]. 1-5 Credits.  
Repeatable.

ARH 510. Experimental Course: [Topic]. 1-5 Credits.  
Repeatable. Offerings vary from year to year and reflect the interests of faculty members.

ARH 524. Classical Greek Art. 4 Credits.  
Greek art in the 5th and 4th centuries BC. Emphasizes major artistic programs of Olympia and Athens and classical attitudes toward the representation of the human form.

ARH 551. Studies in 19th-Century Art: [Topic]. 4 Credits.  
Focuses on a specific area, movement, period or issue in visual art of the long 19th century (c. 1770–1914). Repeatable once for a total of 8 credits.

ARH 557. Contemporary Art: [Topic]. 4 Credits.  
Topics are unified by their emphasis on the historical, socio-cultural, political, and theoretical conditions associated with art since 1945. Offerings vary from year to year and reflect the interests of faculty members. Repeatable twice for a maximum of 12 credits.

ARH 563. Native American Architecture. 4 Credits.  
Examination of building traditions among native peoples of North America. Explores cosmological symbolism, building techniques, materials, settlements, and influences of culture and climate.

ARH 565. American Architecture II. 4 Credits.  
Major developments in American architecture, 1800–1900. Includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence.

ARH 566. American Architecture III. 4 Credits.  
Major developments in American architecture, 1885 to the present. Emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism.

ARH 588. Japanese Prints. 4 Credits.  
The woodblock print in Japan as part of the cultural, social, and political conditions.

ARH 601. Research: [Topic]. 1-5 Credits.  
Repeatable.

ARH 603. Dissertation. 1-9 Credits.  
Repeatable.

ARH 604. Internship: [Topic]. 1-9 Credits.  
Repeatable.
ARH 605. Reading and Conference: [Topic]. 1-5 Credits. Repeatable.
ARH 606. Field Studies: [Topic]. 1-5 Credits. Repeatable.
ARH 607. Seminar: [Topic]. 1-5 Credits. Repeatable. Departmental offerings vary from year to year and reflect the specialized interests of faculty members.
ARH 608. Workshop: [Topic]. 1-5 Credits. Repeatable.
ARH 609. Practicum: [Topic]. 1-9 Credits. Repeatable.
ARH 610. Experimental Course: [Topic]. 1-5 Credits. Repeatable.
ARH 611. Graduate Studies in Art History, 4 Credits. Introduction to bibliographic resources research methodology, and critical issues in art history. Prereq: major standing.

**Interior Architecture**

Alison B. Snyder, Program Director
541-346-3656
210 Lawrence Hall
1206 University of Oregon
Eugene, Oregon 97403-1206

Situated within the Department of Architecture, the Interior Architecture Program provides a comprehensive interior-design curriculum. By integrating subject-area course work with studio design exploration, the Interior Architecture Program prepares students to act as independent problem solvers and valuable design-team members.

Shared course work with architecture in the early stages of the undergraduate or graduate curricula provides an interdisciplinary context for study and learning, leading to advanced courses and studies that explore theory, technology, and practice.

Central to the program is the studio, where students gain experience with the design of interior spaces and elements, and focus on the issues and conditions related to adapting existing sites and buildings. Topical intermediate studios concentrate on specific design issues, human factors, and building types. Specialized intermediate studios focus on the programming, design, and fabrication of furniture, and on construction documents that illustrate a small design project. A final intermediate comprehensive project caps the design studio experience.

**Preparation**

High school and college students interested in interior architecture should prepare themselves by taking courses in the following subjects:

1. Fine arts
2. Social sciences
3. Sciences
4. Humanities

Students are encouraged to travel in order to broaden their experiences related to environmental design.

**Summer Architecture Academy**

The Department of Architecture’s Summer Architecture Academy offers prospective undergraduate and graduate students a chance to experience architecture, landscape architecture, and interior architecture study in an intensive four-week residential program on the UO campus in Eugene. Workshops, lectures, demonstrations, and field trips complement daily studio work. Information about the Summer Architecture Academy (http://architecture.uoregon.edu/summeracademy) may be obtained on the Department of Architecture website.

**Design Camp**

The College of Design offers a summer career exploration program for college-bound students at the school’s facilities in the White Stag Block in downtown Portland. Students explore architecture, product design, and the digital arts in the city and in the studio. Information about Design Camp (https://aaa.uoregon.edu/portland/design-camp-2014) may be obtained on the website or by calling the College of Design in Portland.

**Careers**

Most students prepare for entering professional practice with architecture and interior design firms. Other opportunities exist in related areas such as lighting design, furniture design, facilities and space planning, sales or product marketing, branding and environmental design, exhibition design, and other activities related to the designed environment.

**Accreditation**

Undergraduate and graduate professional-degree curricula in interior architecture are accredited by the Council for Interior Design Accreditation (CIDA). At the University of Oregon, the bachelor of interior architecture and the master of interior architecture degree programs are accredited by CIDA. The postprofessional master of science in interior architecture (MS) program is not accredited. Admission to the MS program is restricted to applicants who already hold a CIDA-accredited degree or the international equivalent. The Interior Architecture Program is also accredited by the National Association of Schools of Art and Design (NASAD).

**Internship, Certification, and Licensure**

State laws governing interior design registration and licensure vary widely. In those states that have adopted legislation, a professional degree from a CIDA-accredited program is the preferred prerequisite. Candidates must pass an examination established by the National Council of Interior Design Qualification (NCIDQ) to become licensed as interior designers in those states with licensing or certification. Rules vary from state to state but typically two years of professional experience are required prior to taking the exam. Students should visit the websites of the CIDA, NASAD, or NCIDQ for further information about accreditation and licensure.

**The Interior Architecture Curriculum**

The professional curriculum in interior architecture has two principal objectives:

1. Broad inquiry into the integrative nature of environmental design
2. A comprehensive professional education that develops the ability to design interior environments ranging from intimate personal spaces to large-scale facilities in a variety of site contexts
Curriculum requirements are published in the UO Catalog and in the department’s Advising Handbook, which includes sample course sequences, grading policies, an explanation of how student progress is monitored through the program, and other advising information. Each student is assigned a faculty advisor and encouraged to consult that advisor for specific information. In addition, a departmental advisor is available for degree checks and other academic advising.

Professional Curriculum

The professional curriculum for the bachelor of interior architecture program and the master of interior architecture program include required architectural design studios, architectural subject area courses, and professional electives.

Architectural and Interior Design Studios

The architectural and interior design studios are social and interactive environments where students work cooperatively with their peers under the guidance of faculty members with frequent input from practicing interior designers, architects, and related-field experts as well as representatives of communities served by the studio’s design explorations. Students learn to respond to complex environmental and cultural contexts through design studio projects that explore interior space within a variety of site contexts. Introductory studios emphasize creativity, design communication skills, and critical thinking fundamental to the design process; intermediate studios emphasize integration of interior architecture subjects with critical design issues; advanced studios emphasize the comprehensive integration of these elements. Student performance in all design studios is graded on a pass/no pass basis and evaluated through written evaluations and exit interviews with faculty members.

Interior Architecture Subjects

Subject area course work develops theory, knowledge, and skills in interior architecture and related design disciplines, with an emphasis on learning interior architecture content in the context of design. This course work develops design skills and examines the influences of place, human activity, spatial order, structure, construction, environmental control, professional practice, and history on the practice of interior design.

Residence Requirements

For transfer students to earn the bachelor of interior architecture (BIArch) or professional master of interior architecture (MIArch) degree, the following minimum course work must be successfully completed in residence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 488/588</td>
<td>Interior Design Comprehensive Project I</td>
<td>8</td>
</tr>
<tr>
<td>IARC 489/589</td>
<td>Interior Design Comprehensive Project II</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Interior architecture design courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Interior architecture courses</td>
<td>30</td>
</tr>
<tr>
<td>Upper-division, writing-intensive general electives ¹</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

¹ Courses that delve into the literature of academic subjects outside the subject areas of architecture (ARCH) and interior architecture (IARC).

Leave of Absence

See policy statement in the Architecture section of this catalog.

Computer Literacy Requirement

Introductory architecture courses presume a knowledge of computer operations, general-use software, and Internet communications. Students lacking preparation may draw on resources at A&AA Technology Services, the University Teaching and Learning Center, the Library and Learning Commons, or Information Technology services. By the end of their first year in the bachelor’s or master’s program, students are expected to have achieved basic literacy in computer graphics as an integrated tool for architectural design—diagramming, two-dimensional drawing, image processing, three-dimensional modeling, accurate sun casting, parametric modeling, and presentation methods. Students must have an awareness of building information modeling, digital fabrication, building performance analysis software, and geographic information systems.

Students are required to have a high-speed laptop computer and a specified complement of software. Each year the department reviews its software and hardware recommendations. Minimum hardware specifications and software requirements are posted on the department website.

Off-Campus Study

Students may participate in off-campus and international study programs hosted by the Department of Architecture, the Historic Preservation Program, the Department of Landscape Architecture, and the Office of International Affairs. See the Architecture section of this catalog for more information.

Faculty

Kyuho Ahn, assistant professor. See Architecture.

Virginia Cartwright, associate professor. See Architecture.

Erin Cunningham, assistant professor. See Architecture.

Esther Hagenlocher, associate professor. See Architecture.

Alison B. Snyder, associate professor. See Architecture.

Linda K. Zimmer, associate professor. See Architecture.

- Bachelor of Interior Architecture (p. 637)
- Minor in Interior Architecture

Undergraduate Studies

The undergraduate programs in interior architecture consist of the bachelor of interior architecture (BIArch) degree and a minor in interior architecture. The curriculum of the five-year professional BIArch degree program is highly structured the first two years and more flexible the last three. This flexibility allows each student to establish a study sequence according to individual interests and needs. Transfer students should be aware that an accelerated program is normally possible only for students who transfer from an accredited interior architecture or interior design program.

Prospective applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission).

Major Requirements: 225 credits

The bachelor’s degree program includes requirements for a liberal education. This includes the following university general-education group
requirements for professional school majors, totaling a minimum of 44 credits:

Select one of the following: 8

<table>
<thead>
<tr>
<th>Course Options</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121 &amp; WR 122 College Composition I &amp; II</td>
<td></td>
</tr>
<tr>
<td>WR 121 &amp; WR 123 College Composition I &amp; II</td>
<td></td>
</tr>
</tbody>
</table>

gened:1: Select three Arts and Letters courses (ARH 314 or ARH 315) 12

gened:2: Select three Social Science courses 12

gened:3: Select 3 Science courses (PHYS 201 and PHYS 202) 12

gened:RAC: Select 2 Multicultural requirements from different categories, if not met in other courses 8

Total Credits 44

Electives 1

Upper-division writing-intensive electives 2 12

1 Electives enable students to study general subjects beyond university group requirements and continue liberal studies beyond introductory courses.

2 These courses delve into the literature of academic subjects outside the subject areas of architecture and interior architecture (courses with subject codes or ARCH or IARC). The upper-division electives may not be courses in performance, service, weekend seminar, human development, or leisure studies.

Professional BIArch Requirements: 156 credits

**Introductory Design Studios**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 283–284 Architectural Design I-II</td>
<td>12</td>
</tr>
<tr>
<td>ARCH 383 Architectural Design III</td>
<td>6</td>
</tr>
</tbody>
</table>

**Intermediate Design Studios**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 484 Interior Design</td>
<td>6</td>
</tr>
<tr>
<td>IARC 486 Furniture Design</td>
<td>6</td>
</tr>
<tr>
<td>IARC 487 Working Drawings</td>
<td>6</td>
</tr>
</tbody>
</table>

**Advanced Design Studios**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 488–489 Interior Design Comprehensive Project I-II</td>
<td>16</td>
</tr>
</tbody>
</table>

**Interior Architecture Design Skills**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 204 Understanding Contemporary Interiors</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 202 Design Skills</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 222 Introduction to Architectural Computer Graphics</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 423 Media for Design Development: [Topic]</td>
<td>3</td>
</tr>
</tbody>
</table>

**Architectural Design Theory and Practice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 440 Human Context of Design</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 450 Spatial Composition</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 470 Building Construction</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 492 Environmental Control Systems II</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 417 Context of the Architectural Profession</td>
<td>4</td>
</tr>
<tr>
<td>IARC 445 Comprehensive Project Preparation</td>
<td>3</td>
</tr>
<tr>
<td>IARC 447 Color Theory and Application for the Built Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 471 Interior Construction Elements</td>
<td>3</td>
</tr>
<tr>
<td>IARC 472 Interior Finishes and Design Application</td>
<td>3</td>
</tr>
<tr>
<td>IARC 473 Working Drawings in Interior Architecture</td>
<td>4</td>
</tr>
<tr>
<td>IARC 444 Furniture: Theory and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IARC 492 Electric Lighting</td>
<td>3</td>
</tr>
</tbody>
</table>

**History of Art, Architecture, and Interior Design**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 474 History of Interior Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>IARC 475 History of Interior Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>IARC 476 History of Interior Architecture III</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved 400/500- or 600-level courses in architectural history 8

**Interior Architecture Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>400/500- or 600-level ARCH or IARC courses</td>
<td>6</td>
</tr>
<tr>
<td>Approved 400/500- or 600-level courses in allied fields</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Credits 156

1 Repeatable studio.

2 Site Planning and Design (LA 489)/Site Planning and Design (LA 589) or Architectural Design (ARCH 484)/Architectural Design (ARCH 584) may be substituted.

**BIArch Sample Plan of Study**

**First Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 204 Understanding Contemporary Interiors</td>
<td>4</td>
</tr>
<tr>
<td>Architectural history elective</td>
<td>4</td>
</tr>
<tr>
<td>WR 121 College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>Social science course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 283 Architectural Design I</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 202 Design Skills</td>
<td>3</td>
</tr>
<tr>
<td>WR 122 or 123 College Composition II</td>
<td>4</td>
</tr>
<tr>
<td>Science course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 284 Architectural Design II</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 222 Introduction to Architectural Computer Graphics</td>
<td>4</td>
</tr>
<tr>
<td>Architectural history elective</td>
<td>4</td>
</tr>
</tbody>
</table>

**Second Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 383 Architectural Design III</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 450 Spatial Composition</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 470 Building Construction</td>
<td>4</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 484 Interior Design</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 440 Human Context of Design</td>
<td>4</td>
</tr>
<tr>
<td>IARC 471 Interior Construction Elements</td>
<td>3</td>
</tr>
<tr>
<td>Arts and letters course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 472 Interior Finishes and Design Application</td>
<td>3</td>
</tr>
<tr>
<td>Term</td>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ARCH 545</td>
</tr>
<tr>
<td></td>
<td>ARCH 484</td>
</tr>
<tr>
<td></td>
<td>IARC 474</td>
</tr>
<tr>
<td>Winter</td>
<td>IARC 475</td>
</tr>
<tr>
<td></td>
<td>Science course</td>
</tr>
<tr>
<td></td>
<td>Subject area elective</td>
</tr>
<tr>
<td>Summer</td>
<td>Optional studio in Eugene, Portland, or abroad</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>IARC 484</td>
</tr>
<tr>
<td></td>
<td>IARC 444</td>
</tr>
<tr>
<td></td>
<td>IARC 474</td>
</tr>
<tr>
<td>Winter</td>
<td>IARC 475</td>
</tr>
<tr>
<td></td>
<td>Science course</td>
</tr>
<tr>
<td></td>
<td>Subject area elective</td>
</tr>
<tr>
<td>Summer</td>
<td>Optional studio in Eugene, Portland, or abroad</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>IARC 484</td>
</tr>
<tr>
<td></td>
<td>IARC 444</td>
</tr>
<tr>
<td></td>
<td>IARC 474</td>
</tr>
<tr>
<td>Winter</td>
<td>IARC 475</td>
</tr>
<tr>
<td></td>
<td>Science course</td>
</tr>
<tr>
<td></td>
<td>Subject area elective</td>
</tr>
<tr>
<td>Spring</td>
<td>IARC 484</td>
</tr>
<tr>
<td></td>
<td>IARC 476</td>
</tr>
<tr>
<td>Summer</td>
<td>Optional studio in Eugene, Portland, or abroad</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>IARC 484</td>
</tr>
<tr>
<td></td>
<td>IARC 492</td>
</tr>
<tr>
<td></td>
<td>Upper-division general-education elective</td>
</tr>
<tr>
<td>Winter</td>
<td>IARC 486</td>
</tr>
<tr>
<td></td>
<td>ARCH 417</td>
</tr>
<tr>
<td></td>
<td>Subject area elective</td>
</tr>
<tr>
<td></td>
<td>Multicultural requirement</td>
</tr>
<tr>
<td>Spring</td>
<td>IARC 487</td>
</tr>
<tr>
<td></td>
<td>IARC 473</td>
</tr>
<tr>
<td>Summer</td>
<td>Optional studio in Eugene, Portland, or abroad</td>
</tr>
<tr>
<td><strong>Fifth Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>IARC 445</td>
</tr>
<tr>
<td></td>
<td>Subject area elective</td>
</tr>
<tr>
<td></td>
<td>Arts and letters course</td>
</tr>
<tr>
<td></td>
<td>Upper-division general-education elective</td>
</tr>
<tr>
<td>Winter</td>
<td>IARC 488</td>
</tr>
<tr>
<td></td>
<td>Arts and letters course</td>
</tr>
<tr>
<td></td>
<td>Multicultural requirement</td>
</tr>
<tr>
<td>Spring</td>
<td>IARC 489</td>
</tr>
<tr>
<td></td>
<td>Upper-division general-education elective</td>
</tr>
</tbody>
</table>

**Total Credits:** 223

1. General-education and subject area electives can be taken any term and in any order.

**Minor Requirements: 29 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 201</td>
<td>Introduction to Architecture</td>
<td>4</td>
</tr>
<tr>
<td>IARC 484</td>
<td>Interior Design</td>
<td>6</td>
</tr>
<tr>
<td>Electives 2</td>
<td>Seminar: [Topic]</td>
<td>16-22</td>
</tr>
<tr>
<td>IARC 407</td>
<td>Furniture: Theory and Analysis</td>
<td></td>
</tr>
<tr>
<td>IARC 444</td>
<td>Color Theory and Application for the Built Environment</td>
<td></td>
</tr>
<tr>
<td>IARC 471</td>
<td>Interior Construction Elements 1</td>
<td></td>
</tr>
<tr>
<td>IARC 472</td>
<td>Interior Finishes and Design Application 1</td>
<td></td>
</tr>
<tr>
<td>IARC 473</td>
<td>Working Drawings in Interior Architecture</td>
<td></td>
</tr>
<tr>
<td>IARC 474</td>
<td>History of Interior Architecture I</td>
<td></td>
</tr>
<tr>
<td>IARC 475</td>
<td>History of Interior Architecture II</td>
<td></td>
</tr>
<tr>
<td>IARC 476</td>
<td>History of Interior Architecture III</td>
<td></td>
</tr>
<tr>
<td>IARC 492</td>
<td>Electric Lighting</td>
<td></td>
</tr>
<tr>
<td>ARCH 440</td>
<td>Human Context of Design</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 29

1. Course may not be taken by students outside of the Department of Architecture, with the exception of landscape architecture students.
2. For students majoring in the Department of Architecture, 16 elective credits are required; for all others, 22 are required.

Undergraduates who are enrolled in any major can apply to the minor. Completed applications including supporting academic records and a curriculum worksheet are submitted to the Department of Architecture.
office. Applicants are notified when their applications have been approved. Because the department’s first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register if space is available after the needs of majors have been met. Enrollment in the minor program is limited. If the department is unable to accommodate additional minor students, it may suspend admittance to the minor program until space becomes available.

Undergraduate Admission

Interest in the program exceeds the capacity of the department. Prospective students should review application requirements posted online during the fall, well before application deadlines (see Application Deadlines in the Admissions section of this catalog). January 15 is the deadline for completion of both the department and university applications. Applications are reviewed and accepted only once each year. Admission notices are mailed by April 1.

Admission to the BIArch major is through a selective review that focuses on three attributes: creative potential, academic capability, and potential for contribution to the program through diversity of background, experience, maturity, or demonstrated motivation. Students are expected to submit specific materials supporting each of these attributes (academic records, essays, recommendations, and a portfolio of creative work). Applicants need not have prior course work in interior design, but they are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design, photography, mixed media). Experience with crafts and construction may also demonstrate evidence of creative potential.

Accepted applicants must be academically secure. To be considered, first-year applicants must submit SAT scores and should have grades and scores that meet the following criteria:

1. High school grade point average (GPA)—3.25
2. Verbal–Critical Reading SAT I—550
3. Mathematics SAT I—550
4. Writing SAT I—550
5. Total of all SAT I sections—1650

Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores are required for students whose first language is not English. For the TOEFL’s paper-based test, a minimum total score of 575 must be achieved; for the Internet-based test, a minimum total score of 88 must be achieved. For the IELTS, a minimum overall score of 7.0 must be achieved.

Transfer applicants (those with at least 30 college credits) must have a minimum college or university GPA of 3.00 and meet the foreign language criteria listed above for first-year applicants.

Prospective applicants to the BIArch degree program or the minor in interior architecture may find information about the program and application requirements on the Department of Architecture website.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.
Graduate Studies

There are two graduate degree programs in interior architecture: the professional master of interior architecture (MIArch) degree and the postprofessional master of science in interior architecture (MS) degree. Graduate certificate programs in the school include ecological design (p. 594), museum studies (p. 656), and technical teaching in architecture (p. 594). Students interested in pursuing a concurrent master's degree in architecture and interior architecture may find information about the combined program requirements and application procedures on the Department of Architecture website and the department advising handbook.

Professional Master of Interior Architecture Degree Requirements

The professional, CIDA-accredited master of interior architecture (MIArch) degree program prepares students for careers in interior design practice and careers in allied professions that contribute to shaping the built environment.

The Department of Architecture offers two tracks of study. Track I typically takes ten terms to complete. Track II is a six-term advanced placement program.

Track I

Students enrolled in the MIArch Track I program must complete the following:

**Interior Architecture Design Studios**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 680</td>
<td>Introductory Graduate Design</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 681</td>
<td>Introductory Graduate Design</td>
<td>6</td>
</tr>
<tr>
<td>IARC 584</td>
<td>Interior Design</td>
<td>6</td>
</tr>
<tr>
<td>IARC 586</td>
<td>Furniture Design</td>
<td>6</td>
</tr>
<tr>
<td>IARC 587</td>
<td>Working Drawings</td>
<td>6</td>
</tr>
<tr>
<td>IARC 588–589</td>
<td>Interior Design Comprehensive Project I-II</td>
<td>16</td>
</tr>
</tbody>
</table>

**Media and Process Skills**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 611</td>
<td>Graduate Design Process</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 610</td>
<td>Experimental Course: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

**Intermediate Media**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 523</td>
<td>Media for Design Development: [Topic]</td>
<td>3</td>
</tr>
</tbody>
</table>

**Design Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 545</td>
<td>Comprehensive Project Preparation</td>
<td>3</td>
</tr>
<tr>
<td>IARC 547</td>
<td>Color Theory and Application for the Built Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 540</td>
<td>Human Context of Design</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 550</td>
<td>Spatial Composition</td>
<td>4</td>
</tr>
</tbody>
</table>

**Furniture**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 544</td>
<td>Furniture: Theory and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Design Technology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 570</td>
<td>Building Construction</td>
<td>4</td>
</tr>
<tr>
<td>IARC 571</td>
<td>Interior Construction Elements</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 592</td>
<td>Environmental Control Systems II</td>
<td>4</td>
</tr>
<tr>
<td>IARC 572</td>
<td>Interior Finishes and Design Application</td>
<td>3</td>
</tr>
<tr>
<td>IARC 592</td>
<td>Electric Lighting</td>
<td>3</td>
</tr>
<tr>
<td>IARC 573</td>
<td>Working Drawings in Interior Architecture</td>
<td>4</td>
</tr>
</tbody>
</table>

**Professional Practice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 517</td>
<td>Context of the Architectural Profession</td>
<td>4</td>
</tr>
</tbody>
</table>

**Architectural History (5 courses minimum)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 610</td>
<td>Experimental Course: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>IARC 574</td>
<td>History of Interior Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>IARC 575</td>
<td>History of Interior Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>IARC 576</td>
<td>History of Interior Architecture III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Subject Area Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td></td>
<td>147</td>
</tr>
</tbody>
</table>

Of the required 147 credits, 15 must be applied to advanced study in a focus area. This work may include an independent research project.

Track I students typically complete all or most of the MIArch degree requirements at the University of Oregon, and begin the program the summer before their first full academic year of study. Students with bachelor’s degrees (BA, BS) other than a preprofessional degree in interior design, interior architecture, or architecture must apply to the Track I program.

### MIArch Track I Sample Plan of Study

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 610</td>
<td>Experimental Course: [Topic]</td>
</tr>
<tr>
<td>ARCH 681</td>
<td>Introductory Graduate Design</td>
</tr>
<tr>
<td>ARCH 570</td>
<td>Building Construction</td>
</tr>
<tr>
<td>ARCH 550</td>
<td>Spatial Composition</td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
Subject Area Elective 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 571</td>
<td>Interior Construction Elements</td>
<td>3</td>
</tr>
<tr>
<td>IARC 584</td>
<td>Interior Design</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 540</td>
<td>Human Context of Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 547</td>
<td>Color Theory and Application for the Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 592</td>
<td>Environmental Control Systems II</td>
<td>4</td>
</tr>
<tr>
<td>IARC 572</td>
<td>Interior Finishes and Design Application</td>
<td>3</td>
</tr>
<tr>
<td>IARC 584</td>
<td>Interior Design</td>
<td>6</td>
</tr>
</tbody>
</table>

**Summer**

Optional studio in Eugene, Portland, or abroad

**Second Year**

**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 584</td>
<td>Interior Design</td>
<td>6</td>
</tr>
<tr>
<td>IARC 574</td>
<td>History of Interior Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>Subject area elective 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IARC 544</td>
<td>Furniture: Theory and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 586</td>
<td>Furniture Design</td>
<td>6</td>
</tr>
<tr>
<td>IARC 592</td>
<td>Electric Lighting</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 517</td>
<td>Context of the Architectural Profession</td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 576</td>
<td>History of Interior Architecture III</td>
<td>3</td>
</tr>
<tr>
<td>IARC 573</td>
<td>Working Drawings in Interior Architecture</td>
<td>4</td>
</tr>
<tr>
<td>IARC 587</td>
<td>Working Drawings</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 523</td>
<td>Media for Design Development: [Topic]</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summer**

Optional studio in Eugene, Portland, or abroad

**Third Year**

**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural history elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IARC 545</td>
<td>Comprehensive Project Preparation</td>
<td>3</td>
</tr>
<tr>
<td>IARC 584</td>
<td>Interior Design</td>
<td>6</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 588</td>
<td>Interior Design Comprehensive Project I</td>
<td>8</td>
</tr>
<tr>
<td>IARC 575</td>
<td>History of Interior Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>Subject area elective 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Seminar 2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IARC 589</td>
<td>Interior Design Comprehensive Project II</td>
<td>8</td>
</tr>
<tr>
<td>Seminar 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Subject area elective 2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 147

1 Experimental Course: [Topic] (ARCH 610) may be waived for students with appropriate background in design computing.

2 Subject area electives and seminars can be taken any term and in any order. One 3-credit (minimum) subject area elective must be an approved design arts course (not technology or media).

**Track II**

Interior architecture design studios 40

Professional subject-area courses 47

Total Credits 87

Applicants who have a four-year preprofessional degree in an environmental design discipline (interior architecture, interior design, or architecture) and an equivalent amount of professional studio and course work may be considered for Track II. Students admitted into Track II begin their studies fall term. Track II students must fulfill the same professional curriculum requirements as those in the Track I program, but are admitted with advanced standing in studio and subject-area courses. Transfer credit may be given to students who have had academic experience in an interior architecture or design program accredited by the Council for Interior Design Accreditation, or an architecture program accredited by the National Architectural Accrediting Board (NAAB). The extent of this advanced standing is determined in consultation with the department academic advisor before beginning the program, and the student’s advanced standing is reevaluated at intervals. This preliminary evaluation of transfer credit is provisional, pending satisfactory completion of three terms in residence.

Track II students may receive credit for up to four previously taken design studios and up to 50 credits of subject-area courses. Students usually complete a minimum of six terms and the approximately 87 credits in residence.

Of the credits satisfied in residence, 15 must be applied to advanced study in a focus area. This work may include an independent research project.

**Postprofessional Master of Science Degree Requirements**

The postprofessional program provides an opportunity for advanced study and contribution to knowledge in the field through the thesis. It leads to the master of science in interior architecture (MS) as a postprofessional degree and applicants must have, or expect to complete, a professional degree in interior architecture, interior design, or architecture to be eligible for the MS program. Students must complete a minimum of four terms in residence and are required to complete 9 credits in Thesis (IARC 503) or Terminal Project (IARC 611). The program does not have a graded-credit requirement, although students who enroll for graded credits must maintain a 3.00 minimum GPA.

Students enrolled in the master of science degree program must take a minimum of 45 graduate credits, of which 30 must be in interior architecture and 9 must be at the 600 level.

Students are expected to develop an individual research topic in one or more of the following areas of faculty research:

- Adaptive reuse and interior environments: contexts, aesthetics, functions
- Craft and fabrication: green materials, finishes, furnishings, and products
- Behavioral factors: cultural, social, and economic sustainability

1 Experimental Course: [Topic] (ARCH 610) may be waived for students with appropriate background in design computing.
• Building occupant and community member perception, performance, and health
• Design modeling, processes, simulation, and communication
• Design history and theory
• Preservation and adaptive reuse: sustainability issues

The MS curriculum focuses on individual research that draws from professional and general university courses and consultation with the student's advisor and thesis committee. For more information about the thesis, see the Graduate School section of this catalog.

Graduate Admission

Admission to the professional MIArch and postprofessional MS graduate degree programs is through a selective review that focuses on three attributes: creative capability, academic capability, and potential contribution to the program through diversity of background, experience, or demonstrated motivation. Applications include a résumé, a biographical statement, a statement of interest in the field of interior architecture, a portfolio of creative work, three letters of recommendation, and official transcripts from all postsecondary educational institutions attended. Applicants must take the Graduate Record Examinations (GRE) so that the scores, a required component of the application, can be reported by the application deadline. Applicants whose first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL) of at least 575 (paper-based) or 90 (Internet-based). Applications must be postmarked by the first Monday after January 1 for applicants to be considered for admission the subsequent fall term (or summer session for MIArch students). Notifications of results are mailed by April 1.

Prospective applicants to the MIArch and MS degree programs may find information about the application requirements at the Department of Architecture website.

Prospective applicants to graduate certificate programs should contact the office of the academic unit that administers the certificate program to get information about application requirements.

Graduate Teaching and Research Fellowships

A number of graduate teaching or research fellowships (GTFs) are available to well-qualified graduate students. MS or MIArch Track II applicants with previous education in interior architecture or an allied field are encouraged to apply for GTF positions. MIArch Track I students are generally selected in the second or third year of their degree program. Information about the GTF application process is available on the Department of Architecture and Graduate School websites.

Courses

IARC 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.
IARC 204. Understanding Contemporary Interiors. 4 Credits. Introduction to the theory of interior architecture. Design criteria explored through illustrated lectures and projects involving analysis of space.
IARC 401. Research: [Topic]. 1-6 Credits. Repeatable.
IARC 405. Reading and Conference: [Topic]. 1-6 Credits. Repeatable.
IARC 406. Special Problems: [Topic]. 1-6 Credits. Repeatable.
IARC 407. Seminar: [Topic]. 1-6 Credits. Repeatable.
IARC 408. Workshop: [Topic]. 1-6 Credits. Repeatable.
IARC 409. Practicum: [Topic]. 1-6 Credits. Repeatable.
IARC 410. Experimental Course: [Topic]. 1-6 Credits. Repeatable.
IARC 444. Furniture: Theory and Analysis. 3 Credits. Analysis of furniture and cabinetry from a theoretical and practical standpoint. Emphasis on use within architectural space as well as free standing elements. Introduction to structure, construction, and construction installation drawings. Prereq: ARCH 484 or IARC 484 or interior architecture minor status.
IARC 445. Comprehensive Project Preparation. 3 Credits. Formulation of individual design projects for IARC 488/588, 489/589. Development of project issues and documentation of context, site, and building information; includes research, case studies, and programming. Prereq: IARC 473, 484.
IARC 447. Color Theory and Application for the Built Environment. 3 Credits. 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: PD 350 or ARCH 484 or IARC 484 or interior architecture minor status.
IARC 471. Interior Construction Elements. 3 Credits. The properties and detailing of materials used in interior design construction. Code issues that affect interior construction field trips to supply sources and projects. ARCH 470.
IARC 472. Interior Finishes and Design Application. 3 Credits. The properties, manufacture, application, and code issues, and ecological considerations of interior finish materials. Field trips to supply sources. ARCH 470.
IARC 473. Working Drawings in Interior Architecture. 4 Credits. Preparation of working drawings for a small, sustainable interior architecture design project. Prereq: ARCH 462, 484 or IARC 471, 472, 484.
IARC 474. History of Interior Architecture I. 3 Credits. Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.
IARC 475. History of Interior Architecture II. 3 Credits. Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.
IARC 476. History of Interior Architecture III. 3 Credits. Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.
IARC 484. Interior Design. 6 Credits. Repeatable. A series of creative projects in interior design; intensive analysis of design; methods of problem solving; individual criticism, review of design projects, group discussion and field trips. Prereq: ARCH 383 or IARC 383.
IARC 486. Furniture Design. 6 Credits.
Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure.
Prereq: IARC 444; IARC 484 or ARCH 484.

IARC 487. Working Drawings. 6 Credits.
Focuses on the design of a small, sustainable interior architecture design project and the production of a set of working drawings.
Prereq: ARCH 462, 484 or IARC 471, 472, 484; coreq: IARC 473.

IARC 488. Interior Design Comprehensive Project I. 8 Credits.
Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study.
Prereq: IARC 445.

IARC 489. Interior Design Comprehensive Project II. 8 Credits.
Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study.
Prereq: IARC 488

IARC 492. Electric Lighting. 3 Credits.
Principles of lighting with focus on integration of electric illumination and space. Design for lighting, calculations, and available systems and sources tested through models and drawings.
Prereq: ARCH 484/584 or IARC 484/584; ARCH 492/592.

IARC 503. Thesis. 1-6 Credits.
Repeatable.

IARC 507. Seminar: [Topic]. 1-6 Credits.
Repeatable.

IARC 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

IARC 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

IARC 544. Furniture: Theory and Analysis. 3 Credits.
Analysis of furniture and cabinetry from a theoretical and practical standpoint. Emphasis on use within architectural space as well as free standing elements. Introduction to structure, construction, and construction installation drawings.
Prereq: IARC 484 or ARCH 584

IARC 545. Comprehensive Project Preparation. 3 Credits.
Formulation of individual design projects for IARC 488/588, 489/589. Development of project issues and documentation of context, site, and building information; includes research, case studies, and programming.
Prereq: IARC 573, 584.

IARC 547. Color Theory and Application for the Built Environment. 3 Credits.
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 584 or IARC 584.

IARC 571. Interior Construction Elements. 3 Credits.
The properties and detailing of materials used in interior design construction. Code issues that affect interior construction field trips to supply sources and projects.
Prereq: ARCH 570

IARC 572. Interior Finishes and Design Application. 3 Credits.
The properties, manufacture, application, and code issues, and ecological considerations of interior finish materials. Field trips to supply sources.
ARCH 570

IARC 573. Working Drawings in Interior Architecture. 4 Credits.
Preparation of working drawings for a small, sustainable interior architecture design project.
Prereq: ARCH 562, 584 or IARC 571, 572, 584.

IARC 574. History of Interior Architecture I. 3 Credits.
Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

IARC 575. History of Interior Architecture II. 3 Credits.
Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

IARC 576. History of Interior Architecture III. 3 Credits.
Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

IARC 584. Interior Design. 6 Credits.
Repeatable. A series of creative projects in interior design; intensive analysis of design; methods of problem solving; individual criticism, review of design projects; group discussion and field trips.
Prereq: ARCH 681.

IARC 586. Furniture Design. 6 Credits.
Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure.
Prereq: IARC 444/544; ARCH 484/584 or IARC 484/584.

IARC 587. Working Drawings. 6 Credits.
Focuses on the design of a small, sustainable interior architecture design project and the production of a set of working drawings.
Prereq: ARCH 562, 584 or IARC 571, 572, 584; coreq: IARC 573.

IARC 588. Interior Design Comprehensive Project I. 8 Credits.
Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study.
Prereq: 36 credits in IARC design studios.

IARC 589. Interior Design Comprehensive Project II. 8 Credits.
Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study.
Prereq: IARC 588.

IARC 592. Electric Lighting. 3 Credits.
Principles of lighting with focus on integration of electric illumination and space. Design for lighting, calculations, and available systems and sources tested through models and drawings.
Prereq: ARCH 484/584 or IARC 484/584; ARCH 492/592.

IARC 600M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

IARC 601. Research: [Topic]. 1-6 Credits.
Repeatable.

IARC 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

IARC 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable.

IARC 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

IARC 608. Workshop: [Topic]. 1-6 Credits.
Repeatable.

IARC 609. Practicum: [Topic]. 1-6 Credits.
Repeatable.

IARC 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.
Landscape Architecture

Bart Johnson, Department Head
541-346-3634
254 Lawrence Hall
landarch@uoregon.edu

Landscape architecture is an environmental planning and design profession of broad scope concerned with the creation, protection, restoration, and management of landscapes. Landscape architecture is founded on an awareness of our deep connections to the natural world and how people and their work are part of the web of life. The profession is also very attentive to how places serve human needs and enable the sustainable social and economic life of cities and other landscapes. A healthy society rests on a commitment to sound landscape design, planning, and conservation that respects the land, its processes, its integrity—and that of human-ecological processes, helping to fulfill human potential.

Both a science and an art, landscape architecture involves creative decision-making based on scientific knowledge of natural processes coupled with awareness of historical, cultural, and social dynamics. The profession also makes intensive use of technologies for landscape construction and environmental management—digital graphics, geographic information systems, and computer-aided design. These are applied to making richly supportive places for people and ecosystems that are beautiful and healthy, responding to human needs and local natural and social systems.

The Department of Landscape Architecture is built on the 19th-century legacy that landscape architecture is a design and planning profession with responsibilities to ourselves, society, the past, and the future. The program combines professional understanding and skills with a liberal-arts education.

As a profession, landscape architecture includes design at many scales, ecologically based planning activities, analysis of environmental impacts, and detailed development of land and sites. As an academic discipline, it provides an opportunity for personal development through environmental problem-solving, graphic and oral communication, and project-oriented study.

As a profession, landscape architecture includes design and planning at many scales, including ecologically based decision-making, analysis of environmental impacts, urban design, ecological restoration, service to disadvantaged communities, detailed development of land and sites, and many other problems. As an academic discipline, it provides an opportunity for personal development through environmental problem-solving, graphic and oral communication, and project-oriented study in which small groups of students work with instructors to address contemporary problems within a defined area.

Computers in the Curriculum

Digital tools have become prevalent in the profession of landscape architecture. Although campus computer laboratories and facilities are available to students, they are heavily used, and access is limited. The Department of Landscape Architecture requires its students to purchase or have unlimited access to a personal computer with a powerful capacity to work with very large graphic files. Refer to the websites for the department and the College of Design (p. 582) for details.

Faculty


Yekang Ko, assistant professor. BS, 2005, Korea; PhD, 2012, California, Berkeley (2016)


Emeriti

Undergraduate Studies

The curriculum in landscape architecture leads to a professional degree of bachelor of landscape architecture (BLA). The five-year program, accredited by the Landscape Architecture Accreditation Board, combines general preparation in the arts and sciences with a focus on environmental-design studies. The program's goal is to produce a visually literate, technically skilled, ecologically knowledgeable, and environmentally responsible designer, planner, and graphic artist capable of playing a central, professional role in the evolving landscape.

In recognition of the integrated and comprehensive nature of environmental planning and design, BLA students are encouraged to pursue opportunities to collaborate on planning and design problems with students in architecture, art, community planning, and other disciplines.

Curriculum Options

The curriculum is a well-defined sequential path toward the degree. Electives vary according to the interests, goals, and experience of each student and are chosen with the help of faculty advisors. Departmental electives reflect the need to provide a variety of environmental subjects and to introduce the rapidly expanding number of career areas in the profession. Program objectives provide a solid base of essential skills, tools, and knowledge in landscape design and planning. Program flexibility allows each student to emphasize such topics as ecological restoration and design, sustainable cities and land systems, landscape aesthetics, natural resource analysis and planning, land conservation and development, urban design, restoration of waterways, renewal of agricultural lands, private and public agency professional practice, environmental impact assessment, landscape history and preservation, and environmental design research methods.

The undergraduate program balances exposure to the many facets of landscape architecture with the expectation that growth and specialization will occur at the graduate level and in professional apprentice and internship programs.

Curriculum Structure

The undergraduate curriculum consists of the following interrelated areas:

- Planning and design
- Subjects
- Electives

Planning and Design

Studio courses focus on the development and communication of solutions to site and other environmental problems through specific physical-design proposals. This area addresses the physical-spatial implications of planning and management policies, client needs, and programs. Tutorial studio work is the integrative heart of the curriculum.

Studio courses focus on the development and communication of solutions to site, neighborhood, city, transportation, watershed, and regional environmental and social problems. Students work closely with an instructor to analyze and create specific landscape design and planning proposals. This area addresses the physical-spatial implications of planning and management policies, client needs, and programs. Tutorial studio work is the integrative heart of the curriculum.

Subjects

Six subject areas are essential foundations for the planning and design program: landscape architecture technologies and professional practice, plant materials, landscape analysis and planning, the history and theory of landscape architecture, urban design, and landscape architectural media. Required course work in history, theory, media, and technologies includes alternative choices to allow each student to tailor an individualized educational program with the help of an advisor.

Electives

This area, which includes general university requirements, provides for personal choice in selecting additional course work in landscape architecture, architecture, art, planning, and more generally in arts and letters, social science, and science.

Preparation

Students planning to major in landscape architecture should prepare by beginning studies in the following areas:

Environmental Awareness

Courses in ecology, biology, botany, geology, environmental science, and geography help begin the process of understanding the complex interrelationships and interdependencies of people and the environment.

Human Behavior

Courses in art history, anthropology, sociology, history, government, psychology, political science, cultural geography, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

Visual Language Skills

Courses in drawing, painting, photography, film, design, art history, and related subjects help develop perceptual skills, cultural understanding, and the ability to explore and communicate ideas graphically.

Full-time students planning to transfer into the department are urged to take 12 credits of lower-division landscape architecture courses as freshmen, much like the courses listed below as required of freshmen already admitted to the major. If a transfer student is admitted to the major, he or she may expect to transfer without loss of time or credit into the second year of the BLA program, whether or not they have already taken any landscape architecture courses.

Students interested in the BLA program should apply to the university by January 1 and to the department by January 15. Applicants wishing to gain priority should apply to the BLA by November 1. Another round of admissions occurs on a space-available basis with an application deadline of March 1.
1. Letter of intent describing pertinent background information, interests, goals, and aspirations
2. Portfolio of creative work
3. Three letters of recommendation from people able to assess the applicant’s academic and creative abilities and potential contributions
4. Transcripts of previous college work
5. A recent writing sample, preferably from an academic or employment setting

Inquire at the Department of Landscape Architecture, its website, or at the university’s Office of Admissions for more detailed information.

**Bachelor of Landscape Architecture Requirements**

Requirements for the BLA degree (including university requirements) total 220 credits. Required courses separate from university requirements are distributed as follows:

### Planning and Design

**First Year**

No studio courses are required of first-year students in the major

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 289</td>
<td>12</td>
</tr>
<tr>
<td>Landscape Architectural Design</td>
<td>1,2</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 439</td>
<td>12</td>
</tr>
<tr>
<td>Landscape Architectural Design and Process</td>
<td>1,2</td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 489</td>
<td>12</td>
</tr>
<tr>
<td>Site Planning and Design</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following: 6-7

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 484</td>
<td>6</td>
</tr>
<tr>
<td>LA 489</td>
<td>6</td>
</tr>
<tr>
<td>Site Planning and Design</td>
<td></td>
</tr>
<tr>
<td>LA 408</td>
<td>1-21</td>
</tr>
<tr>
<td>Workshop: [Design]</td>
<td></td>
</tr>
<tr>
<td>LA 409</td>
<td>1-21</td>
</tr>
<tr>
<td>Practicum: [Topic]</td>
<td></td>
</tr>
</tbody>
</table>

**Fifth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 490</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Project Preparation</td>
<td></td>
</tr>
<tr>
<td>LA 494</td>
<td>6</td>
</tr>
<tr>
<td>Land Planning and Design</td>
<td></td>
</tr>
<tr>
<td>LA 499</td>
<td>8</td>
</tr>
<tr>
<td>Comprehensive Project</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 59-60

---

1. Two studios.
2. Transfer students typically enter the program in the second year.
3. An approved studio in another UO summer program may be substituted.
4. Summer only.

### Subject Courses and Other Electives

**Courses Required of First-Year Students Admitted to Major**

Select three of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 201</td>
<td></td>
</tr>
<tr>
<td>Introduction to Architecture</td>
<td></td>
</tr>
<tr>
<td>LA 227</td>
<td></td>
</tr>
<tr>
<td>Introduction to Landscape Architecture</td>
<td></td>
</tr>
<tr>
<td>LA 260</td>
<td></td>
</tr>
<tr>
<td>Understanding Landscapes</td>
<td></td>
</tr>
<tr>
<td>LA 333</td>
<td></td>
</tr>
<tr>
<td>Photography and Environmental Values</td>
<td></td>
</tr>
<tr>
<td>LA 337</td>
<td></td>
</tr>
<tr>
<td>Landscape Field Work: [Topic]</td>
<td></td>
</tr>
</tbody>
</table>

**Landscape Architectural Technology and Practice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 375</td>
<td></td>
</tr>
<tr>
<td>Contemporary American Landscape</td>
<td></td>
</tr>
<tr>
<td>LA 390</td>
<td></td>
</tr>
<tr>
<td>Urban Farm</td>
<td></td>
</tr>
</tbody>
</table>

**Plants in the Landscape and Ecosystems**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 326</td>
<td></td>
</tr>
<tr>
<td>Plants: Fall</td>
<td></td>
</tr>
<tr>
<td>LA 327</td>
<td></td>
</tr>
<tr>
<td>Plants: Winter</td>
<td></td>
</tr>
</tbody>
</table>

An approved basic ecology class, if not taken as a freshman:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 130</td>
<td></td>
</tr>
<tr>
<td>Introduction to Ecology</td>
<td></td>
</tr>
<tr>
<td>ENVS 202</td>
<td></td>
</tr>
<tr>
<td>Introduction to Environmental Studies: Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>BI 307</td>
<td></td>
</tr>
<tr>
<td>Forest Biology</td>
<td></td>
</tr>
<tr>
<td>GEOG 323</td>
<td></td>
</tr>
<tr>
<td>Biogeography</td>
<td></td>
</tr>
</tbody>
</table>

**Landscape Analysis and Planning**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 413</td>
<td></td>
</tr>
<tr>
<td>Analyzing Landscape Systems</td>
<td></td>
</tr>
<tr>
<td>LA 440</td>
<td></td>
</tr>
<tr>
<td>Introduction to Landscape Planning Analysis</td>
<td></td>
</tr>
<tr>
<td>LA 441</td>
<td></td>
</tr>
<tr>
<td>Principles of Applied Ecology</td>
<td></td>
</tr>
</tbody>
</table>

**History and Theory of Landscape Architecture**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 260</td>
<td></td>
</tr>
<tr>
<td>Understanding Landscapes</td>
<td></td>
</tr>
<tr>
<td>ARH 477–478</td>
<td></td>
</tr>
<tr>
<td>History of Landscape Architecture I-II</td>
<td></td>
</tr>
</tbody>
</table>

An approved landscape theory course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 333</td>
<td></td>
</tr>
<tr>
<td>Photography and Environmental Values</td>
<td></td>
</tr>
<tr>
<td>LA 375</td>
<td></td>
</tr>
<tr>
<td>Contemporary American Landscape</td>
<td></td>
</tr>
<tr>
<td>ARCH 407</td>
<td></td>
</tr>
<tr>
<td>Seminar: [Topic]</td>
<td></td>
</tr>
<tr>
<td>LA 407</td>
<td></td>
</tr>
<tr>
<td>Seminar: [Design]</td>
<td></td>
</tr>
<tr>
<td>Landscape Design Theory</td>
<td></td>
</tr>
<tr>
<td>ARCH 450</td>
<td></td>
</tr>
<tr>
<td>Spatial Composition</td>
<td></td>
</tr>
<tr>
<td>LA 484</td>
<td></td>
</tr>
<tr>
<td>Landscape Perception</td>
<td></td>
</tr>
</tbody>
</table>

**Landscape Architectural Media**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 350</td>
<td></td>
</tr>
<tr>
<td>Landscape Media</td>
<td></td>
</tr>
<tr>
<td>LA 352</td>
<td></td>
</tr>
<tr>
<td>Digital Landscape Media</td>
<td></td>
</tr>
</tbody>
</table>

**Media and Landscape Technology Workshops**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 408</td>
<td></td>
</tr>
<tr>
<td>Workshop: [Architecture Media]</td>
<td></td>
</tr>
<tr>
<td>LA 408</td>
<td></td>
</tr>
<tr>
<td>Workshop: [Advanced Computer-Aided Landscape Design]</td>
<td></td>
</tr>
<tr>
<td>LA 408</td>
<td></td>
</tr>
<tr>
<td>Workshop: [Drawing]</td>
<td></td>
</tr>
<tr>
<td>ARCH 410</td>
<td></td>
</tr>
<tr>
<td>Experimental Course: [Oregon BILDS [Building Integrated Livable Designs Sustainably]]</td>
<td></td>
</tr>
<tr>
<td>LA 415</td>
<td></td>
</tr>
<tr>
<td>Computers in Landscape Architecture</td>
<td></td>
</tr>
<tr>
<td>ARCH 423</td>
<td></td>
</tr>
<tr>
<td>Media for Design Development: [Topic]</td>
<td></td>
</tr>
<tr>
<td>ARCH 424</td>
<td></td>
</tr>
<tr>
<td>Advanced Design-Development Media: [Topic]</td>
<td></td>
</tr>
<tr>
<td>LA 450</td>
<td></td>
</tr>
<tr>
<td>Advanced Landscape Media</td>
<td></td>
</tr>
<tr>
<td>LA 459</td>
<td></td>
</tr>
<tr>
<td>Landscape Technology Topics</td>
<td></td>
</tr>
</tbody>
</table>

**Other Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 273</td>
<td></td>
</tr>
<tr>
<td>Introduction to Environmental History</td>
<td></td>
</tr>
<tr>
<td>SOC 304</td>
<td></td>
</tr>
<tr>
<td>Community, Environment, and Society</td>
<td></td>
</tr>
</tbody>
</table>

---
GEOL 308 Geology of Oregon and the Pacific Northwest
GEOL 310 Earth Resources and the Environment
GEOG 322 Geomorphology
LA 328 Plants: Spring
PPM 331 Environmental Management
PPM 340 Climate-Change Policy
GEOG 343 Society, Culture, and Place
ENVS 345 Environmental Ethics
GEOG 360 Watershed Science and Policy
LA 410 Experimental Course: [Topic] (Civic Agriculture)
ARCH 430 Architectural Contexts: Place and Culture
ARCH 431 Community Design
LA 433 Japanese Garden
ARCH 435 Principles of Urban Design
ARCH 436 Theory of Urban Design I
PPM 440 Land-Use Policy
PPM 442 Sustainable Urban Development
PPM 445 Green Cities
ARH 463 Native American Architecture
LA 465 Landscape Ecology
GEOG 471 North American Historical Landscapes
GEOG 465 Environment and Development

Total Credits 108-120

1. First-year students are encouraged to take a basic ecology course.
2. Electives totaling 44 credits for students who transferred into the major; 32 credits for students admitted to the major in their first year. These elective courses may include any extra courses taken from any of the lists found under first-year courses, history and theory of landscape architecture, or media and landscape technology workshops.

Minor in Landscape Architecture

The department offers a minor in landscape architecture subject to the following:

1. Students must complete and submit to the department the application to the minor program. Applicants are notified when their applications have been approved. The application includes a curriculum work sheet with the requirements in effect at the date of acceptance.
2. Enrollment in the minor program may be limited if the department's courses are overenrolled. If the department is unable to accommodate additional students, it may suspend admission to the program until space becomes available.
3. Courses required for the minor are open to other university students with instructor’s consent. Minor candidates may be given preference on course waiting lists over nondepartmental students. Students in the minor should inform instructors when asking permission to enroll.

Minor Requirements (26 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 260</td>
<td>Understanding Landscapes</td>
<td>4</td>
</tr>
</tbody>
</table>
| Choose one from the following: 1   | 4
| LA 337   | Landscape Field Work: [Topic]                  |         |
| LA 413   | Analyzing Landscape Systems                    |         |

Plants course chosen from the subject area (see Subject Areas table)
Landscape design arts course chosen from the subject area (see Subject Areas table)
Optional courses in landscape architecture from Subject Areas table

Total Credits 26

1. Once one of these courses is completed, the other course may be taken to fulfill another requirement if it appears in the corresponding lists for that requirement. The same applies for repeating the same course if the topic changes.
2. Students may take any combination of courses in the Subject Areas table. Only one term of Urban Farm (LA 390) or one design studio may be applied to the minor.

Subject Areas

Plants, Applied Ecology, and Landscape Analysis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 326</td>
<td>Plants: Fall</td>
<td>4</td>
</tr>
<tr>
<td>LA 327</td>
<td>Plants: Winter</td>
<td>4</td>
</tr>
<tr>
<td>LA 328</td>
<td>Plants: Spring</td>
<td>4</td>
</tr>
<tr>
<td>LA 337</td>
<td>Landscape Field Work: [Topic]</td>
<td>1-4</td>
</tr>
<tr>
<td>LA 390</td>
<td>Urban Farm</td>
<td>2-4</td>
</tr>
<tr>
<td>LA 410</td>
<td>Experimental Course: [Topic] (Civic Agriculture)</td>
<td>1-5</td>
</tr>
<tr>
<td>LA 413</td>
<td>Analyzing Landscape Systems</td>
<td>4</td>
</tr>
<tr>
<td>LA 440</td>
<td>Introduction to Landscape Planning Analysis</td>
<td>4</td>
</tr>
<tr>
<td>LA 441</td>
<td>Principles of Applied Ecology</td>
<td>2-6</td>
</tr>
<tr>
<td>LA 465</td>
<td>Landscape Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

Landscape Design Arts, History, and Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 227</td>
<td>Introduction to Landscape Architecture</td>
<td>2</td>
</tr>
<tr>
<td>LA 289</td>
<td>Landscape Architectural Design (if space is available)</td>
<td>6</td>
</tr>
<tr>
<td>LA 333</td>
<td>Photography and Environmental Values</td>
<td>4</td>
</tr>
<tr>
<td>LA 375</td>
<td>Contemporary American Landscape</td>
<td>4</td>
</tr>
<tr>
<td>LA 408</td>
<td>Workshop: [Topic]</td>
<td>1-21</td>
</tr>
<tr>
<td>LA 433</td>
<td>Japanese Garden</td>
<td>4</td>
</tr>
<tr>
<td>ARH 477–478</td>
<td>History of Landscape Architecture I-II</td>
<td>8</td>
</tr>
<tr>
<td>LA 484</td>
<td>Landscape Perception</td>
<td>4</td>
</tr>
</tbody>
</table>

Landscape Technologies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 459</td>
<td>Landscape Technology Topics</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Check with the department for information about new subject-area courses in the curriculum. Seminars and workshops may often be applied to the minor.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.
### Bachelor of Landscape Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Studies

The department offers master- and doctoral-level programs in the field of landscape architecture. At the master’s level, the department makes a distinction between first professional master’s students and postprofessional master’s students. First professional master’s students hold an undergraduate degree other than an accredited bachelor of landscape architecture (BLA, BALA, or BSLA) and are working toward the master of landscape architecture (MLA). Postprofessional master’s students hold an accredited bachelor of landscape architecture and are working toward the completion of the advanced postprofessional MLA degree. Students with an accredited bachelor or architecture (BArch) or other accredited professional environmental design degree often earn a postprofessional MLA with some additional requirements, or they may opt to earn a first professional MLA degree with waivers of some course requirements, decided on a case-by-case basis.

Students may enroll in joint MLA degree programs with the master of architecture (MArch) and master of community and regional planning (MCRP) programs with integrated and coordinated degree requirements. Arrangements may be made through academic advisors in the two departments.

First Professional Master’s Program

Although requirements and time to degree may vary with each student, the following options represent typical situations:

Students with a Bachelor of Science in Landscape Architecture

Students entering with a four-year or nonaccredited degree in landscape architecture spend two to three years completing the first professional MLA. The first year focuses on course work required for the degree. The
second year focuses on completing electives related to the master’s project and the project or thesis itself.

**Students with Other Degrees**

Students who have no background in landscape design and planning can expect to spend a minimum of ten terms earning an accredited, first professional MLA.

The department recognizes that first professional master’s candidates have extremely varied backgrounds and may have special requirements. Based on undergraduate courses, background in design-related disciplines, and work experience, these students may be exempt from a limited number of requirements. Students who want to replace or waive requirements must show equivalent competency in those areas, typically through course work or professional experience.

**Program Components of the First Professional MLA**

**Planning and Design (42 credits)**

This program allocates significant faculty resources to project-oriented instruction and has a long history of success at design studio education. Regular faculty members offer or consult in studios and participate in the midterms and weeklong end-of-term reviews of student work. Studio projects typically increase in scale and complexity over the course of the degree program. Students must take seven studios in this subject area.

**Subject Courses**

**Technology and Practice (12 credits).** Covers computer-aided design, professional practice, site engineering, landscape materials and detailing, irrigation, and other topical oriented technologies courses. The sequence has strong ties to a required technical studio and design-build courses offered by the architecture department.

**Plants (8 credits).** The sequence of fall and winter plants courses emphasizes knowledge of native plants, ecological planting design, local plant communities, and horticultural plant materials. The sequence integrates plant identification with introductory and advanced planting design. Students may choose electives from this area, including courses on Japanese gardens, planting design, spring plants, or subjects related to the department’s urban farm.

**Landscape Analysis and Planning (16 credits).** Landscape planning courses cover history, theories, and methods related to basic landscape analysis, geodesign, ecological planning, regional planning, ecological restoration, alternative futures, Oregon’s land-use planning system, critical issues related to land conservation and development, and introductory and advanced landscape ecology. The department offers courses in geographic information systems that teach the industry standard, ArcGIS. Students may choose electives from this area for an area of concentration.

**History and Theory (16 credits).** Courses include the history of landscape architecture, design theory, urban design, landscape perception, and landscape preservation. Students may choose electives from this area for an area of concentration.

**Landscape Architectural Media (12 credits).** Courses cover the use of computer graphics software, computer aided design software, hand drawing, computer three-dimensional modeling software, and other techniques for representing, manipulating, and communicating landscape designs and plans.

**Area of Concentration (16 credits).** Students take four courses from any department at the university, selected with their advisors, to develop specialized knowledge and skills typically related to the topic of their master’s project or thesis.

**Research and Master’s Project (22 credits)**

Students take two courses in research methods and project development and one mentored research development course. A faculty member serves as a project chair. The MLA project is completed during the third year for first professional master’s candidates in a two-term master’s clinic studio. This independent project of high academic standard presents original work that contributes to the body of knowledge in landscape architecture and/or demonstrates an advanced capacity to solve design and planning problems through critical inquiry and strong problem-solving analysis. The topic may be selected from a range of theoretical to practical design issues. Projects must include a written component, which sets out the problem, goals and objectives, methodology, findings, and conclusions of the project. Students must complete Landscape Research Methods I (LA 620), Landscape Research Methods II (LA 621), and Research Proposal Development (LA 695), and at least 12 credits of Master's Project (LA 699) or Thesis (LA 503).

**First Professional Master's Curriculum**

**Planning and Design**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 508</td>
<td>Workshop: [Topic]</td>
<td>6</td>
</tr>
<tr>
<td>LA 539</td>
<td>Landscape Architectural Design and Process ¹</td>
<td>12</td>
</tr>
<tr>
<td>LA 589</td>
<td>Site Planning and Design ¹</td>
<td>18</td>
</tr>
<tr>
<td>LA 594</td>
<td>Land Planning and Design ¹</td>
<td>6</td>
</tr>
</tbody>
</table>

**Subject Courses**

**Technology and Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 362</td>
<td>Landscape Technologies I</td>
<td>4</td>
</tr>
<tr>
<td>LA 366</td>
<td>Landscape Technologies II</td>
<td>4</td>
</tr>
<tr>
<td>LA 517</td>
<td>Computer-Aided Landscape Design</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Professional practice course</td>
<td>2</td>
</tr>
</tbody>
</table>

**Plants**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 326</td>
<td>Plants: Fall</td>
<td>4</td>
</tr>
<tr>
<td>LA 327</td>
<td>Plants: Winter</td>
<td>4</td>
</tr>
</tbody>
</table>

**Landscape Analysis and Planning**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 513</td>
<td>Analyzing Landscape Systems</td>
<td>4</td>
</tr>
<tr>
<td>LA 515</td>
<td>Computers in Landscape Architecture</td>
<td>4</td>
</tr>
<tr>
<td>LA 540</td>
<td>Introduction to Landscape Planning Analysis</td>
<td>4</td>
</tr>
<tr>
<td>LA 541</td>
<td>Principles of Applied Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

**History and Theory**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 477–478</td>
<td>History of Landscape Architecture I-II</td>
<td>8</td>
</tr>
<tr>
<td>LA 607</td>
<td>Seminar: [Topic] (Landscape Architecture Literature)</td>
<td>2</td>
</tr>
<tr>
<td>LA 608</td>
<td>Workshop: [Topic] (Understanding Landscapes)</td>
<td>2</td>
</tr>
</tbody>
</table>

An approved landscape theory course chosen from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 617</td>
<td>Introduction to Landscape Architecture Theory</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 507</td>
<td>Seminar: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 550</td>
<td>Spatial Composition</td>
<td>2</td>
</tr>
</tbody>
</table>
which faculty members, due to their academic training and professional work outside the department. The five concentration areas are those in naturally related, each involves a different set of skills and understanding. Projects and professional practice. While these concentration areas are enough to include many particular research problems for master’s history, urban design, and landscape planning. These areas are broad landscape architecture: design theory, landscape ecology, landscape planning, and ecological enhancement. Understanding key links between spatial and temporal patterns and flows of organisms, materials, energy, and information at a variety of scales is the basis for maintaining or restoring landscapes that embody ecological integrity and cultural vitality.

Landscape History
This dimension of landscape architecture seeks to understand every landscape as a unique place in time and content. It combines an understanding of how landscapes have evolved as cultural and vernacular environments as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally rich landscapes.

Landscape Planning
Analyzing large landscapes and directing their management and land-use patterns to meet social and environmental ends requires an understanding of land tenure, use traditions and institutions, and knowledge of the science and values inherent in regional natural resources and human activities. For this analysis, computer geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, public forest plans, urban growth management, scenic resource management, and regional ecological enhancement.

Urban Design
Many projects undertaken by the profession entail study of the form and function of cities at many scales to design and integrate systems of transportation, recreation, infrastructure, nature conservation, and buildings. These projects often involve articulation of multiple goals for city evolution and sustainability, data analysis and conceptual mapping of city forms and districts, intensive public-participation processes, and the design of solutions on a variety of scales, from whole city regions to parks and plazas.

Postprofessional Master’s Program
The two-year graduate program leading to the master of landscape architecture (MLA) degree is intended for students prepared to do advanced work in the field. Students entering the postprofessional MLA program must have a professionally accredited bachelor’s degree in landscape architecture or architecture.

Students with professional landscape architecture degrees typically spend two years in residence satisfying course requirements. Students with professional architecture degrees may spend an additional term, decided on a case-by-case basis.

The postprofessional MLA program seeks to prepare the student for advanced understanding, competence, and responsibility in promoting harmonious human-land relationships through private or public practice or teaching at the university level. Many graduate students have the opportunity to learn and practice teaching skills as paid teaching assistants and graduate teaching fellows in the department. Some graduates are offered faculty positions throughout the world. The program takes advantage of regional and university resources through landscape projects, internships, and visiting professionals, while it provides a beneficial base of support and ideas in the department. The department recognizes the importance of building a community for graduate education characterized by serious and rigorous inquiry, self-direction, and opportunities to work closely with teachers and peers in an active design and planning enterprise.

A central aspect of the postprofessional MLA program is the student’s concentration on studies and original work in one of five areas of landscape architecture: design theory, landscape ecology, landscape history, urban design, and landscape planning. These areas are broad enough to include many particular research problems for master’s projects and professional practice. While these concentration areas are naturally related, each involves a different set of skills and understanding developed through departmental courses and focused elective coursework outside the department. The five concentration areas are those in which faculty members, due to their academic training and professional and research experience, are best equipped for collaboration with graduate students.

Concentration Areas

Design Theory
The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples’ needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

Landscape Ecology
This rapidly evolving discipline focuses on how landscape pattern, process, and change interact to create land mosaics that maintain the rich diversity of life and the foundations for human well-being. Understanding key links between spatial and temporal patterns and flows of organisms, materials, energy, and information at a variety of scales is the basis for maintaining or restoring landscapes that embody ecological integrity and cultural vitality.

Landscape History
This dimension of landscape architecture seeks to understand every landscape as a unique place in time and content. It combines an understanding of how landscapes have evolved as cultural and vernacular environments as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally rich landscapes.

Landscape Planning
Analyzing large landscapes and directing their management and land-use patterns to meet social and environmental ends requires an understanding of land tenure, use traditions and institutions, and knowledge of the science and values inherent in regional natural resources and human activities. For this analysis, computer geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, public forest plans, urban growth management, scenic resource management, and regional ecological enhancement.

Urban Design
Many projects undertaken by the profession entail study of the form and function of cities at many scales to design and integrate systems of transportation, recreation, infrastructure, nature conservation, and buildings. These projects often involve articulation of multiple goals for city evolution and sustainability, data analysis and conceptual mapping of city forms and districts, intensive public-participation processes, and the design of solutions on a variety of scales, from whole city regions to parks and plazas.

Postprofessional Master's Curriculum

Planning and Design

LA 594  Land Planning and Design  6

Landscape Analysis and Planning

Choose one of the following, or a course approved by advisor:  4

LA 513  Analyzing Landscape Systems
LA 515  Computers in Landscape Architecture
Doctor of Philosophy Degree

The doctoral program in landscape architecture offers advanced study with a focus on ecological landscape planning and design, which encompasses a range of spatial scales and cultural contexts. An ecological approach focuses on how landscape pattern, process, and change interact to create land mosaics that maintain the diversity of life and the foundations for human well-being. The doctoral program is designed to engage these issues through spirited analysis, critique, and prescription of landscapes in Oregon, the United States, and the world.

Because the profession is broad and diverse, the landscape architecture PhD pursues robust development of academic, analytical, creative, and integrative capabilities that can continue to grow throughout subsequent careers. Accordingly, the program emphasizes the following:

- Advanced expertise and understanding in a focused topic
- The ability to form integrative conceptual models of landscape issues, problems, and solutions
- The ability to critically analyze deficiencies in knowledge about the field and identify needs for new, original knowledge
- The ability to form and investigate operationally bounded questions
- The ability to independently design and execute a complete, intensive research project
- The ability to completely document a research project with high-quality writing and illustrations

The integrative nature of landscape design as a science and an art entails development of innovative models and methods for design, education, and research. The program offers students the opportunity to develop skills as innovative educators by working with faculty members as teaching assistants, and to teach courses under faculty guidance.

The close and supportive relationships among scholarship, teaching, professional growth, and artistic achievement foster excellence in design education, research, and practice. Scholars follow many routes, and the program provides substantial flexibility to tailor students’ programs to individual needs.

Course of Study

Completion of the program requires demonstrated excellence through original contributions to the field. Indicators of a doctoral student’s achievements are successful completion of the oral and written comprehensive exams and successful completion and defense of a dissertation that substantially advances knowledge in a chosen area of expertise.

Through a series of four required courses in landscape architecture literature, theory, and research, PhD students learn how to conduct both qualitative and quantitative studies of landscapes and the processes that shape them. After completing these core courses, advanced studies in methodology, tailored to suit career intentions, are required. Advanced methodological preparation in quantitative research occurs through statistical and spatial analysis as well as case-study analysis, design criticism, content analysis, historical interpretation, and environment-behavior observation.

The program prepares students to understand and apply appropriate methods of inquiry, and to deepen their understanding of the nature and role of rigorous scholarly inquiry in landscape architecture. Course requirements are designed to provide both depth and breadth of knowledge in landscape architecture, and to draw on the frameworks
and methodologies of related disciplines that support the student’s dissertation research.

**Length of Program and Steps to Completion**

A PhD in landscape architecture requires a minimum of three years of full-time graduate work, including one year of residency. Depending on background and research goals, students can expect to complete the degree in three to six years, with a norm of four to five years.

The student’s program of study depends substantially on his or her prior degrees.

<table>
<thead>
<tr>
<th>Degree Held</th>
<th>Credits to Expect to Complete for PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLA or MArch</td>
<td>68</td>
</tr>
<tr>
<td>BLA or BArch only</td>
<td>80</td>
</tr>
<tr>
<td>Master’s degree without professional environmental-design degree</td>
<td>86</td>
</tr>
</tbody>
</table>

Classes for the doctoral degree include design-studio experience and subject-area courses to provide a foundation in landscape architecture sufficient to support a student’s goals, research, and advanced course work.

At the completion of course work, normally the end of the second year, each student submits a written comprehensive exam, followed by an oral comprehensive exam. The examination committee will consist of three faculty members, two from landscape architecture and one from an outside department or program, who will prepare and administer the written and oral comprehensive exams. Once students have passed both comprehensive exams, they will be advanced to candidacy. Each student must submit the dissertation proposal within three terms of the exams. A student then forms a dissertation committee consisting of four members, with a minimum of two from landscape architecture and at least one from another field related to the student’s area of research. The dissertation committee must approve the student’s written dissertation proposal following a scheduled, public proposal presentation before the student undertakes the dissertation.

Some credit requirements may be waived or satisfied through transfer credits which must not have previously been applied to any graduate or undergraduate degree. No more than 15 credits may be transferred.

Successful completion of the doctoral program is a matter of proven competence through substantial, original contributions to the field and not the accumulation of a specific number of credits.

**Requirements**

A student’s program of study is developed with the major professor and a second doctoral advisor.

**PhD Required Courses, Work**

<table>
<thead>
<tr>
<th>Theory, Research, Investigation</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 620–621 Landscape Research Methods I–II</td>
<td>8</td>
</tr>
<tr>
<td>LA 695 Research Proposal Development</td>
<td>2</td>
</tr>
<tr>
<td>LA 601 Research: [Topic]</td>
<td>6</td>
</tr>
</tbody>
</table>

Doctoral colloquium 2

Outside analytic-synthetic courses 2 4-12

Electives 2

| Advanced Electives: 500-level and above landscape architecture courses in design theory, history, criticism, preservation, planning, and ecology | 12 |
| Supporting Courses: courses typically taken outside of landscape architecture | 12 |
| Dissertation | 18 |
| Total Credits | 68 |

1. A student entering with a master’s degree but without a professional environmental-design degree should expect to take a minimum of 18 additional credits in landscape architecture.
2. A student may be required to take more than 4 credits in analytic-synthetic courses in other departments.
3. A student entering the program with a BLA or BArch but no master’s degree takes an additional 12 credits of electives.
4. Selected in consultation with major professor

**Admission**

Students must either have previously completed a professional degree in landscape architecture or architecture (e.g., BLA, MLA, BArch, MArch) or hold a master’s degree (e.g., MA, MS) from a related field, and show clear evidence of academic experience and goals aligned with landscape architecture. A commitment to research along with a demonstrated record of research achievement are important criteria. Applications to the program must include the following items:

1. A personal statement assessing the applicant’s background, strengths, interests, and aspirations in the field of landscape architecture. This should include why one wishes to come to the University of Oregon for doctoral work, and a description of a proposed area of concentration, course of study, and a prospective major professor
2. A portfolio of creative and scholarly work including at least one writing example showing evidence of critical thinking in a research context
3. Three letters of recommendation, including two from academic sources
4. Official transcripts from all universities or colleges attended
5. Graduate Record Examination (GRE) scores
6. Test of English as a Foreign Language (TOEFL) scores (575 paper or 233 computer, minimum) for all nonnative speakers

Applications mailed to the department office for entry fall term are due in early February. General university regulations governing graduate admission are in the Graduate School section of this catalog.

**Courses**

**LA 196. Field Studies: [Topic]. 1-5 Credits.**
Repeatable twice for a maximum of 6 credits.

**LA 199. Special Studies: [Topic]. 1-5 Credits.**
Repeatable.

**LA 227. Introduction to Landscape Architecture. 2 Credits.**
Exploring the background and scope of the profession: its history, ethics, goals, skills, topics, achievements, and evolving challenges in making healthy, functional, and beautiful places.

**LA 260. Understanding Landscapes. 4 Credits.**
Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values.
LA 289. Landscape Architectural Design. 6 Credits.
Study of places, their use, and how they evolve. Fundamentals of environmental awareness, social factors, and small-scale site design; abstract design and elementary graphic techniques. Repeatable.

LA 326. Plants: Fall. 4 Credits.
Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design.

LA 327. Plants: Winter. 4 Credits.
Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers. Prereq: LA 326.

LA 328. Plants: Spring. 4 Credits.
Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring.

LA 333. Photography and Environmental Values. 4 Credits.
Explores major movements in landscape photography through the lens of cultural perceptions and policies about landscape and environment.

LA 337. Landscape Field Work: [Topic]. 1-4 Credits.
Repeatable. Direct examination and appraisal of the function, form, content, and composition of example landscapes in relation to ecological, cultural, legal, technical, aesthetic, and economic objectives.

LA 350. Landscape Media. 2-4 Credits.
Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings. Repeatable.

LA 352. Digital Landscape Media. 2-4 Credits.
Introductory survey and skill development in a range of basic computer graphic tools used in landscape architecture. Includes image processing, computer drawing, modeling, and drafting. Repeatable once for maximum of 8 credits. Prereq: LA 350.

LA 362. Landscape Technologies I. 4 Credits.
Develops understanding of contours, contour manipulation, and site engineering methodologies in the design of places; fundamentals of inclusive design, stormwater management, earthwork, and design development.

LA 366. Landscape Technologies II. 4 Credits.
Consideration of aesthetic and engineering properties of materials and processes of landscape construction; communication of design intent through documentation including sources and costs. Prereq: LA 362.

LA 375. Contemporary American Landscape. 4 Credits.
Evolution of the contemporary American land-scape as an expression of American culture.

LA 390. Urban Farm. 2-4 Credits.
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. Repeatable.

LA 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LA 401. Research: [Topic]. 1-21 Credits.
Repeatable.

LA 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

LA 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.

LA 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

LA 408. Workshop: [Topic]. 1-21 Credits.
Repeatable. Concentrated programs of study on special topics. Regular offerings include Fire Ecology and Management, Landscape Design.

LA 409. Practicum: [Topic]. 1-21 Credits.
Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Repeatable.

LA 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LA 413. Analyzing Landscape Systems. 4 Credits.
Develops skills for collecting data and understanding how landscapes function in space and time to inform good decision-making in planning and design.

LA 415. Computers in Landscape Architecture. 4 Credits.
Repeatable. Development, application, and evaluation of computer systems for land use and site planning (e.g., geographic information systems); encoding of data, cell storage, and analysis systems.

LA 417. Computer-Aided Landscape Design. 2-4 Credits.
Understanding and use of computer-aided drafting and design technology for executing landscape design development, evaluation, and presentation tasks.

LA 421. Landscape Photography and Environmental Perception. 4 Credits.
The influence of changing photographic landscape representations upon the perception of places and communities in relation to ideas about natural, cultural, and environmental values.

LA 423. Drawing the Landscape. 4 Credits.
Exploration of the varied ways to represent and understand the form, cultural meaning, social content, history, natural dynamics, regional context, spiritual intentions, and technical functions of urban and rural landscapes.

LA 433. Japanese Garden. 4 Credits.
Explores the art, form, meaning, and experience of Japanese gardens. Special emphasis on their heartland in the valley of Nara and Kyoto.

LA 439. Landscape Architectural Design and Process. 6 Credits.
Intermediate problems in landscape architecture design. Relations among problem concepts, goals, design theory, communication media, and technical analysis. Repeatable four times for a total of 30 credits. Prereq: LA 289.

LA 440. Introduction to Landscape Planning Analysis. 4 Credits.

LA 441. Principles of Applied Ecology. 2-6 Credits.
Application of ecological concepts to landscape design, planning, and management. Emphasis on spatially explicit problem-solving over a range of spatial and temporal scales. Prereq: one course in ecology.
LA 450. Advanced Landscape Media. 4 Credits.
The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Repeatable.

LA 459. Landscape Technology Topics. 2-4 Credits.
Intensive study of topics in landscape construction and maintenance. Topics include irrigation, lighting, special structures, water management, and road design. Repeatable thrice for maximum of 10 credits.

LA 465. Landscape Ecology. 4 Credits.
Links concepts and applications of landscape ecology through extensive field experiences that develop a deep understanding of a specific landscape or a set of issues. Prereq: LA 441.

LA 484. Landscape Perception. 4 Credits.
Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design.

LA 489. Site Planning and Design. 6 Credits.
Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity. Repeatable. Prereq: LA 362, LA 366, LA 439.

LA 490. Comprehensive Project Preparation. 3 Credits.
Finding, describing, programming, and probing environmental opportunities and problems.

LA 494. Land Planning and Design. 6 Credits.
Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Prereq: LA 489; fifth-year standing for undergraduates.

LA 499. Comprehensive Project. 8 Credits.

LA 503. Thesis. 1-16 Credits.
Repeatable.

LA 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

LA 508. Workshop: [Topic]. 1-21 Credits.
Repeatable. Concentrated programs of study on special topics. Regular offerings include Fire Ecology and Management, Landscape Design.

LA 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LA 513. Analyzing Landscape Systems. 4 Credits.
Develops skills for collecting data and understanding how landscapes function in space and time to inform good decision-making in planning and design.

LA 515. Computers in Landscape Architecture. 4 Credits.
Development, application, and evaluation of computer systems for land use and site planning (e.g., geographic information systems); encoding of data, cell storage, and analysis systems. Repeatable.

LA 517. Computer-Aided Landscape Design. 2-4 Credits.
Understanding and use of computer-aided drafting and design technology for executing landscape design development, evaluation, and presentation tasks.

LA 523. Drawing The Landscape. 4 Credits.
Exploration of the varied ways to represent and understand the form, cultural meaning, social content, history, natural dynamics, regional context, spiritual intentions, and technical functions of urban and rural landscapes.

LA 533. Japanese Garden. 4 Credits.
Explores the art, form, meaning, and experience of Japanese gardens. Special emphasis on their heartland in the valley of Nara and Kyoto.

LA 539. Landscape Architectural Design and Process. 6 Credits.
Intermediate problems in landscape architecture design. Relations among problem concepts, goals, design theory, communication media, and technical analysis. Repeatable four times for a total of 30 credits.

LA 540. Introduction to Landscape Planning Analysis. 4 Credits.

LA 541. Principles of Applied Ecology. 2-6 Credits.
Application of ecological concepts to landscape design, planning, and management. Emphasis on spatially explicit problem-solving over a range of spatial and temporal scales. Prereq: one course in the natural sciences.

LA 550. Advanced Landscape Media. 4 Credits.
The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Repeatable.

LA 559. Landscape Technology Topics. 2-4 Credits.
Intensive study of topics in landscape construction and maintenance. Topics include irrigation, lighting, special structures, water management, and road design. Repeatable thrice for maximum of 10 credits.

LA 565. Landscape Ecology. 4 Credits.
Links concepts and applications of landscape ecology through extensive field experiences that develop a deep understanding of a specific landscape or a set of issues. Prereq: LA 4/541.

LA 584. Landscape Perception. 4 Credits.
Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design.

LA 589. Site Planning and Design. 6 Credits.
Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity. Repeatable. Prereq: LA 539.

LA 594. Land Planning and Design. 6 Credits.
Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Prereq: LA 489/589.

LA 601. Research: [Topic]. 1-16 Credits.
Repeatable.

LA 602. Supervised College Teaching. 2-5 Credits.
Repeatable.

LA 603. Dissertation. 1-16 Credits.

LA 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.
LA 606. Special Problems: [Topic]. 1-16 Credits. Repeatable.
LA 607. Seminar: [Topic]. 1-5 Credits. Repeatable. A recent topic is Introduction to Landscape Literature.
LA 608. Workshop: [Topic]. 1-16 Credits. Repeatable. Intensive study combining practical projects with instruction on special topics related to landscape problems.
LA 609. Practicum: [Topic]. 1-16 Credits. Repeatable. Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision.
LA 610. Experimental Course: [Topic]. 1-5 Credits. Repeatable.
LA 617. Introduction to Landscape Architecture Theory. 4 Credits. Survey and critique of the theoretical frameworks for landscape architecture.
LA 620. Landscape Research Methods I. 2-4 Credits. Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Sequence with LA 621.
LA 621. Landscape Research Methods II. 2-4 Credits. Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Sequence with LA 620. Prereq: LA 620.
LA 695. Research Proposal Development. 2 Credits. Preparation and presentation of the student's terminal research and design project proposal and plan for completion of the master's degree in landscape architecture. Prereq: LA 621.
LA 699. Master's Project. 2-10 Credits. Student-directed and executed performance and communication of original research or project work to demonstrate advanced mastery of landscape architecture. Repeatable.

Museum Studies

Certificate in Museum Studies
Graduate students in architecture and interior architecture who are interested in museum and exhibit design can apply to this 28-credit certificate program based on courses offered at the Eugene campus. Information about the program is available online (http://arthistory.uoregon.edu/museum-studies-certificate).

New Media and Culture

Certificate in New Media and Culture
This multidisciplinary program features an array of courses on the history, criticism, aesthetics, and production of new media technologies, blending scholarly research on new media topics with practical experience creating new media content using digital research tools. For more information, visit the certificate website. (http://newmediaculture.uoregon.edu)

Planning, Public Policy and Management

Richard D. Margerum, Head of School
541-346-3635
119 Hendricks Hall
1209 University of Oregon
Eugene, Oregon 97403-1209

Mission Statement
The School of Planning, Public Policy and Management (PPPM) prepares future public leaders, creates and disseminates new knowledge, and assists communities and organizations in solving society's most pressing issues. The school's faculty and administration is dedicated to

- the highest standards of scholarship
- informed theory and empirical evidence
- engaging the civic community—public, private, and nonprofit—in democratic processes addressing economic, environmental, and social issues
- seeking good ideas and approaches from around the world and testing their transferability from one area of the globe to another
- building on the existing strengths of communities and organizations to increase their capacity to take advantage of opportunities and respond effectively to challenges
- work that ranges from local to international
- ecological, social, and economic sustainability

Faculty
Robert J. Choquette, senior instructor (strategic planning, project management); graduate programs coordinator. BS, 1982, MUP, 1991, Oregon. (1991)
Grant Jacobsen, associate professor (environmental economics and policy, energy efficiency, renewable energy). BA, 2005, College of William and Mary; MA, 2006, PhD, 2010, California, Santa Barbara. (2010)
Richard D. Margerum, professor (environmental planning and management, planning processes, conflict management). BA, 1987,


Rhonda Smith, instructor (career development, internship planning); internship director. BS, 1979, Missouri, St. Louis; MA, 1996, Oregon. (2007)


Undergraduate Studies

The undergraduate program provides an interdisciplinary liberal arts education that prepares students for work in the fields of planning, policy, and public and nonprofit administration. Through course work that integrates theory and practice, the curriculum focuses on the ways governments, nonprofit organizations, and other institutions solve public problems. Students explore the economic, social, and environmental characteristics of communities and systems of governance to determine effective ways to advance the public’s goals. The curriculum helps students develop knowledge of core issues related to planning and public policy as well as more in-depth knowledge in a chosen field of interest. Emphasis is placed on developing skills in research; verbal, written, and digital communication; and working in group settings.

Preparation

A broad liberal arts background, the development of analytical skills, and community volunteer and leadership experiences are excellent preparation for the PPPM major. Premajors should consider course work or experience in English, public speaking, economics, political science, sociology, computer science, mathematics, and volunteer work.

Careers

The bachelor of arts (BA) or bachelor of science (BS) degree in planning, public policy and management prepares graduates for entry-level
positions in government agencies and nonprofit organizations. In
addition, the degree provides a broad interdisciplinary, liberal arts
background and a sound basis for graduate study in fields such as urban
planning, public policy and management, business, law, journalism, and
social welfare.

Admission Requirements

Students should apply for admission in the term prior to achieving junior
class standing (90–105 credits). Strong applicants will be considered
before this level on a case-by-case basis. Students must apply to the
major before earning 30 credits in PPPM major courses. Preference in
admission is given to applicants who have:

- a grade point average (GPA) of 3.00 or better
- some experience—paid or volunteer—in public service
- fulfilled a majority of the university general-education requirements

The school strongly encourages applicants from diverse backgrounds,
regardless of race, age, gender identity, sexual orientation, religion, or
ability, and recognizes that affirmative action and equal opportunity begin
with the development of professionals who represent a broad array of
ideas and cultures.

Prior to applying for admission to the major, students should take
Introduction to Economic Analysis: Microeconomics (EC 201) and at
least one of the following three courses: Introduction to Public Policy
(PPPM 201), Introduction to City Planning (PPPM 205), or Introduction to
the Nonprofit Sector (PPPM 280).

Students are encouraged to apply for status as PPPM premajors to
receive correspondence about upcoming courses and opportunities,
advising services, and access to courses with reserved spaces for PPPM
students.

Admission Procedures

The school admits students fall, winter, and spring terms. Admission to
the major is effective the following term. The deadline to apply falls on
the Monday of the fourth week. To be considered for admission, students
must submit the following materials:

1. Completed application form, available as a PDF on the school
website
2. Brief résumé of education and employment history
3. Personal statement describing career goals and how the major in
PPPM will help achieve those goals. This statement should be limited
to two typed, double-spaced pages
4. Transcripts from all colleges and universities attended

Bachelor of Arts Degree Requirements

Field of Interest

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 201</td>
<td>Introduction to Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 205</td>
<td>Introduction to City Planning</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 280</td>
<td>Introduction to the Nonprofit Sector</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 413</td>
<td>Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 415</td>
<td>Policy and Planning Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 434</td>
<td>Urban Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 494</td>
<td>Practice of Leadership and Change</td>
<td>4</td>
</tr>
</tbody>
</table>

Bachelor of Science Degree Requirements

Field of Interest

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 201</td>
<td>Introduction to Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 205</td>
<td>Introduction to City Planning</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 280</td>
<td>Introduction to the Nonprofit Sector</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 413</td>
<td>Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 415</td>
<td>Policy and Planning Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 434</td>
<td>Urban Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 494</td>
<td>Practice of Leadership and Change</td>
<td>4</td>
</tr>
</tbody>
</table>

Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 201</td>
<td>Introduction to Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 205</td>
<td>Introduction to City Planning</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 280</td>
<td>Introduction to the Nonprofit Sector</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 413</td>
<td>Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 415</td>
<td>Policy and Planning Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 434</td>
<td>Urban Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 494</td>
<td>Practice of Leadership and Change</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 60

1. PPPM majors must take core courses for letter grades and pass
them with grades of C– or better.
2. Up to 12 credits of Internship: [Topic] (PPPM 404) may count toward
fulfilling this requirement. All electives must be upper division.

Fields of Interest

To develop a personalized area of expertise, students are encouraged
to take three or more elective courses focused on a substantive policy
area or set of skills in planning and public policy. Students may work with
an undergraduate academic advisor to identify electives in their field of
interest.

Fields of interest may include the following:

- environment and sustainability
- nonprofit administration
- social and health policy
- equity and social justice
- public leadership and management
- urban planning and development

Internship

While an internship is optional, it is highly recommended for all PPPM
students. Internships offer students real-world opportunities to explore
and clarify their interests and career goals, apply academic learning,
develop new skills, and network with professionals. This career-building
experience prepares students for fellowships, professional positions,
or further academic study. Up to 12 credits of Internship: [Topic]
(PPPM 404) may be applied to the field of interest.
Community Planning Workshop
Undergraduate students have the opportunity to work on applied research projects through the Community Planning Workshop (see more information in the PPPM Graduate section). Admission is by application only.

Thesis and Honors Program
Students may pursue an undergraduate thesis in PPPM if they are accepted in the honors program, or if they are enrolled in the Clark Honors College. Students may not pursue the thesis option without prior approval; interested students should contact an undergraduate advisor for more information. Students must have a 3.75 GPA to be considered for the honors program; a thesis is required.

Minors
Planning, Public Policy and Management Minor
The planning, public policy and management minor complements majors in the humanities or social sciences—anthropology, geography, political science, or economics, for example. It enhances any student’s undergraduate education with preparation for a variety of professional occupations and graduate study. The minor provides a professional context in which to apply the knowledge, theories, and methods of the student’s major discipline.

Students may declare the minor in planning, public policy and management at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the school office.

PPPM electives 2
12
Total Credits 28

1 Must be taken for letter grades and passed with grades of C– or better.
2 As much as 8 credits of Internship: [Topic] (PPPM 404) may be used toward fulfilling this requirement. All electives must be upper-division.

Nonprofit Administration Minor
The PPPM school offers a minor of special value to students interested in a career in the nonprofit sector. Through the minor, students can enhance their undergraduate education to include preparation for occupations and graduate study in nonprofit administration. The nonprofit sector is one of the fastest-growing employment sectors in the country, creating a high demand for graduates with specialized skills to work for these diverse and exciting organizations.

Students may declare the minor in nonprofit administration at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the school office. Courses must be taken for letter grades and passed with grades of C– or better, unless offered pass/no pass only.

PPPM 201 Introduction to Public Policy 1
4
PPPM 205 Introduction to City Planning 1
4
PPPM 280 Introduction to the Nonprofit Sector 1
4
PPPM 415 Policy and Planning Analysis 1
4
PPPM electives 2
12
Total Credits 28

1 A list of approved courses are available in the school office. Only preapproved elective courses satisfy this requirement. See an undergraduate advisor for more information.

Four-Year Degree Plan
The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Planning, Public Policy and Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>Maintain 3.00 GPA for admission into PPPM major</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td>Maintain 3.00 GPA for admission into PPPM major</td>
</tr>
<tr>
<td></td>
<td>General-education arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multicultural course in identity, pluralism, and tolerance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multicultural course in American cultures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>PPPM 280</td>
<td>Introduction to the Nonprofit Sector</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third term of first-year second-language sequence</td>
<td></td>
<td>Maintain 3.00 GPA for admission into PPPM major.</td>
</tr>
<tr>
<td></td>
<td>General-education arts and letters group-satisfying course</td>
<td></td>
<td>To complete the arts and letters group, take two courses in the same subject and two courses in different subjects</td>
</tr>
<tr>
<td></td>
<td>General-education social science group-satisfying course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education science group-satisfying course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
<td><strong>Credits</strong></td>
<td><strong>Milestones</strong></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 280</td>
<td>Introduction to the Nonprofit Sector</td>
<td>4</td>
<td>Maintain 3.00 GPA for admission into PPPM major. One social science group-satisfying PPPM course will apply to the social science group requirement.</td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td></td>
<td>Group-satisfying social science course and prerequisite for PPPM 415.</td>
</tr>
<tr>
<td></td>
<td>First term of second-year second language sequence</td>
<td></td>
<td>Gain experience in paid or volunteer public service.</td>
</tr>
<tr>
<td></td>
<td>General-education science group-satisfying course</td>
<td></td>
<td>To complete the science group, take two courses in the same subject and two courses in different subjects.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPPM 205 Introduction to City Planning</td>
<td>4</td>
<td>Maintain 3.00 GPA for admission into PPPM major.</td>
</tr>
<tr>
<td></td>
<td>Third term of second-year second-language sequence</td>
<td></td>
<td>Gain experience in paid or volunteer public service.</td>
</tr>
<tr>
<td></td>
<td>General-education science group-satisfying course</td>
<td></td>
<td>To complete the science group, take two courses in the same subject and two courses in different subjects.</td>
</tr>
<tr>
<td></td>
<td>General-education arts and letters group-satisfying course</td>
<td></td>
<td>To complete the arts and letters group, take two courses in the same subject and two courses in different subjects.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Title</strong></td>
<td><strong>Credits</strong></td>
<td><strong>Milestones</strong></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 413</td>
<td>Quantitative Methods</td>
<td>4</td>
<td>PPPM majors must take core courses for letter grades and pass them with a C– or better.</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
Students are encouraged to take three or more courses focused on a substantive policy area or set of skills in planning, public policy and management. Students interested in the PPPM Internship Program must first take the prerequisite PPPM 412, then they may pursue up to 12 credits of PPPM 404. Review the PPPM website or see an advisor for more information.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter PPPM elective course</td>
<td>Policy and Planning Analysis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter PPPM 415</td>
<td></td>
<td></td>
<td>Maintain 3.00 GPA for admission into PPPM major</td>
</tr>
<tr>
<td>Spring PPPM elective course</td>
<td>Urban Geographic Information Systems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring PPPM 434</td>
<td></td>
<td></td>
<td>Maintain 3.00 GPA for admission into PPPM major</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Science in Planning, Public Policy and Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>Maintain 3.00 GPA for admission into PPPM major</td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education arts and letters group-satisfying course</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Multicultural course in international cultures</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Winter WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td>Maintain 3.00 GPA for admission into PPPM major</td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education arts and letters group-satisfying course</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Multicultural course in American cultures</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Spring Mathematics course</td>
<td></td>
<td>4</td>
<td>Maintain 3.00 GPA for admission into PPPM major</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Year Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 494</td>
<td>Practice of Leadership and Change</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Credits</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>General education arts and letters group-satisfying course</td>
<td>4</td>
<td>Winter</td>
<td>PPPM 201 Introduction to Public Policy</td>
</tr>
<tr>
<td>General education social science group-satisfying course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education science group-satisfying course</td>
<td>4</td>
<td>Elective course</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 201 Introduction to Public Policy</td>
<td>4</td>
<td>General education social science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to the Nonprofit Sector</td>
<td>4</td>
<td>General education science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Maintain 3.00 GPA for admission into PPPM major; PPPM majors must take core courses for letter grades and pass them with a C– or better.</td>
<td>4</td>
<td>To complete the social science group, take two courses in the same subject and two courses in different subjects.</td>
<td>4</td>
</tr>
<tr>
<td>Social science group-satisfying course; only one PPPM course will apply to group requirements. PPPM majors must take core courses for letter grades and pass them with a C– or better.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 205 Introduction to City Planning</td>
<td>4</td>
<td>General education science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td>To complete the science group, take two courses in the same subject and two courses in different subjects.</td>
<td>4</td>
</tr>
<tr>
<td>Social science group-satisfying course and prerequisite for PPPM 415.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 205 Introduction to City Planning</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>48</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 205 Introduction to City Planning</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>48</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 205 Introduction to City Planning</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>48</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPM 205 Introduction to City Planning</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Third Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 413</td>
<td>Quantitative Methods</td>
<td>4</td>
<td>PPPM majors must take core courses for letter grades and pass them with a C– or better.</td>
</tr>
<tr>
<td>PPPM elective courses</td>
<td>Students are encouraged to take three or more courses focused on a substantive policy area or set of skills in planning, public policy and management.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 415</td>
<td>Policy and Planning Analysis</td>
<td>4</td>
<td>PPPM majors must take core courses for letter grades and pass them with a C– or better.</td>
</tr>
<tr>
<td>PPPM 434</td>
<td>Urban Geographic Information Systems</td>
<td>4</td>
<td>PPPM majors must take core courses for letter grades and pass them with a C– or better.</td>
</tr>
<tr>
<td>PPPM elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Credits 16

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Credits 12

#### Total Credits 48

### Fourth Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 494</td>
<td>Practice of Leadership and Change</td>
<td>4</td>
<td>PPPM majors must take core courses for letter grades and pass them with a C– or better.</td>
</tr>
<tr>
<td>PPPM elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Credits 12

#### Total Credits 36

### Graduate Studies

Programs for the master of community and regional planning (MCRP) degree, the master of nonprofit management (MNM), and the master of public administration (MPA) require two years for completion. The MCRP degree is accredited nationally by the Planning Accreditation Board. The MPA is accredited nationally by the Network of Schools of Public Policy, Affairs, and Administration. The department also offers a 24-credit graduate certificate in nonprofit management.

The interdisciplinary and eclectic fields of planning, public policy, and public and nonprofit management are concerned with systematically shaping the future. Professionals in the field are involved in analysis, preparation of recommendations, and implementation of policies and programs that affect public facilities and services and the quality of community life. These professionals assume responsibility for planning, policy, and management in community and regional development, natural resources, economic development, social sciences, land use, transportation, arts, and other fields.

Planning, public policy, and public and nonprofit management graduates have a comprehensive understanding of economic, environmental, fiscal, physical, political, and social characteristics of a community. Graduates are expected to provide leadership and to otherwise participate effectively in efforts to enhance the capacity of communities to deal creatively with change.

### Financial Aid

Approximately 40 percent of the department’s students receive some financial assistance (e.g., graduate employment, work-study assistance, or research stipends). Graduate employment positions (GE) are offered to approximately 20 students each year. Each fellowship includes a stipend and a waiver of tuition and fees for one or more terms. Graduate students also may work on planning and public policy projects through the Community Planning Workshop. Each year, five to 15 students receive stipends for research on contracts developed and administered in the workshop. Research and GE appointments typically are not offered until the student has been in a PPPM program for at least one term.

Graduate students are eligible for fellowship awards granted by federal agencies and privately endowed foundations and loans from university and federal student loan programs. Information about grants and loans may be obtained from the Office of Student Financial Aid and Scholarships.

Applicants to PPPM programs 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.

The University of Oregon offers Diversity Excellence Scholarships for graduate students who are United States citizens or permanent residents. For more information, visit the Center for Multicultural Academic Excellence (http://financialaid.uoregon.edu/diversity_excellence_scholarship) website.

**Community and Regional Planning**

The master of community and regional planning (MCRP) program trains policy-oriented planners for leadership positions in planning and planning-related organizations. The field of planning is concerned with rational and sensitive guidance of community and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, formulating potential solutions to these problems, and assisting in the implementation of alternative policies.

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.

Entering students should be prepared to become involved in and committed to resolving important social, economic, environmental, political, and cultural problems. Courses in and outside the department provide students with an integrated understanding of planning, public policy, and public management as well as specific skills needed for a chosen professional area.

Oregon is an especially fruitful laboratory in which to study planning. The state has an international reputation as a source of innovative approaches to addressing planning issues.

Students select a set of courses in consultation with their advisors that focus their elective work on an area of special interest. The program has exceptional strengths in community and regional development, environmental planning, land use and sustainable development, and social planning. In addition, the department’s strengths in nonprofit management, local government management, and budget and finance are of interest to many students in the field of planning.

The program has strong ties with other programs on campus. Students often pursue concurrent degrees in planning and environmental studies, landscape architecture, business, economics, geography, international studies, or public administration. See Concurrent Master’s Degrees (p. 668) in this section.

**Preparation**

Students are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, and history. Work experience, particularly if related to planning, is valuable, as are writing and public speaking skills. Courses in the natural sciences, policy sciences, environmental design, or analytic methods are helpful as background for advanced graduate work in a concentration area of interest to the student.

Students must complete either an advanced undergraduate or a graduate-level introductory course in statistics as a pre- or corequisite to Planning Analysis I (PPPM 613). No credit toward the MCRP degree is allowed for the statistics course. The requirement is waived for students with equivalent courses or work experience. Entering students are urged to satisfy this requirement before enrolling in the program.

Students may file petitions to transfer up to 15 graduate credits taken prior to admission to the planning program. Such petitions must be submitted during the first term in the program.

Juniors and seniors who anticipate applying for admission are encouraged to seek advice at the department office.

**Careers**

Graduates with an MCRP degree find employment in public, private, and nonprofit sectors. In the public sector, three kinds of agencies provide career opportunities: local land-use and zoning agencies; agencies for housing, social services, community renewal, parks, transportation, and other community facilities; and agencies for economic development and natural resource management. In the private sector, graduates are typically employed by consulting planners, private developers, and other firms requiring research and analysis skills. Graduates are also employed by such nonprofit organizations as environmental and advocacy groups, community development organizations, and research firms.

**Application Procedures**

Importance is placed on the student’s preference for and ability to undertake self-directed educational activity.

Because there are more than sixty-five accredited graduate programs in planning in the United States, the department’s admissions committee emphasizes the selection of candidates who present clear and specific reasons for choosing to pursue their graduate work in planning at the University of Oregon.

**Application Materials**

1. Graduate Admission Application, available online—follow the instructions on the department’s website
2. A résumé
3. A statement, prepared by the applicant, explaining why admission to the UO planning program is sought and what the applicant’s expectations are from the field
4. At least three letters of recommendation from people familiar with the applicant’s ability to pursue graduate-level studies in planning
5. Transcripts from all the colleges and universities attended, including evidence of completion of an undergraduate degree from an accredited college or university
6. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials
7. Applicants whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) examination. The minimum acceptable TOEFL score for admission is 575 (paper-based test) or 88 (Internet-based test); the minimum acceptable IELTS exam score is 7.0. The results of the examination should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217

Applications are accepted beginning September 15 for admission fall term a year later. The deadline for receipt of the application to the program is February 1. Applicants are notified of admission decisions early in March. For more information, call or write the department.
The Planning Curriculum

A total of 72 credits beyond the bachelor’s degree is required for the MCRP degree. Core courses must be taken for letter grades, unless offered pass/no pass only.

Students are expected to enroll for six terms with an average course load of 12 credits a term. During the summer, students are encouraged to engage in planning work. The planning program offers research stipends and course credit for qualified applicants who take part in research conducted by the Community Planning Workshop. Planning internships are also available; some provide compensation.

Master of Community and Regional Planning Requirements

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 534 Urban Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 611 Introduction to Planning Practice</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 612 Legal Issues in Planning</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 613 Planning Analysis I</td>
<td>5</td>
</tr>
<tr>
<td>PPPM 616 Planning Theory and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 617 Human Settlements</td>
<td>4</td>
</tr>
</tbody>
</table>

Experiential Learning

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 625–626 Community Planning Workshop</td>
<td>10</td>
</tr>
<tr>
<td>PPPM 623 Professional Development</td>
<td>1</td>
</tr>
<tr>
<td>Other courses selected in consultation with advisor</td>
<td>10</td>
</tr>
</tbody>
</table>

Field of Interest

Electives selected from list of suggested courses in consultation with advisor: 22

Synthesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 609 Terminal Project</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 72

Community Planning Workshop

A distinctive feature of the planning graduate curriculum is the Community Planning Workshop, an applied research and service program that is required for first-year students. Students work on six month planning projects in small teams supervised by program faculty members and second year graduate students in planning. Clients have included federal, state, county, and local governments as well as nonprofit organizations.

Projects typically focus on issues of immediate environmental, social, and economic importance to the client group and the general public. Recent project topics include:

- Citizen involvement in planning process
- Housing needs analysis
- Land-use planning
- Natural hazards mitigation
- Program evaluation
- Strategic plans for communities and regions
- Tourism and recreational development
- Watershed planning

Each year, first-year graduate students enrolled in Community Planning Workshop (PPPM 625–626) complete five to 10 planning projects. Final written reports, prepared by each student team, provide evidence of the students’ expertise and ability to conduct planning research and to prepare and present high-quality professional reports. After completing Community Planning Workshop (PPPM 625–626), selected students may continue to engage in planning research projects for compensation. The popularity of the program with students—and with government and private-sector clients—has enabled the Community Planning Workshop to provide research support for five to 15 students a year.

Federal grants from the United States Department of Education Fund for the Improvement of Post-Secondary Education and support from a variety of state agencies have helped the Community Planning Workshop become one of the most successful community planning assistance programs in the nation. Projects have received numerous state and national awards.

Nonprofit Management

The master of nonprofit management (MNM) is a professional degree designed to train students to lead nonprofit organizations. Due to the growth of the nonprofit sector over the past three decades in the US and the growth of nongovernmental organizations internationally, the sector has professionalized. People currently working in the nonprofit sector and others seeking to switch to enter the nonprofit sector now seek master’s-level training to advance their careers, specializing specifically in the administration of nonprofit organizations.

Critical skills for nonprofit administration are common to all nonprofit fields, including handling financial management challenges and tax-exempt reporting structures, raising funds from individual donors and institutions, and managing a mission-oriented workforce.

Unique Aspects of the Program

The program melds relevant best-practice elements from the business and government sectors with the management imperatives of the nonprofit and philanthropic sectors. Woven into the course work are opportunities to obtain practical experience at nonprofit organizations, so that participants in the program have significant administrative experience upon graduating. Examples include the review and consultation portion of the Fundraising for Nonprofit Organizations (PPPM 581) course, the nine-month board membership required for the Nonprofit Board Governance (PPPM 687) course, and the projects student teams complete for nonprofit organizations in the Nonprofit Consultancy (PPPM 688) course.

Students may combine the master of nonprofit management with another graduate degree from within the department or from other academic units across campus. In most cases, a student is able to obtain two master’s degrees within three years. The normal time to completion for the master of nonprofit management degree is six terms (two years).

Application Procedures

To be eligible for the master of nonprofit management, an applicant must hold a bachelor’s degree. The department strongly encourages applications from people of all backgrounds, and is dedicated to fostering a diverse academic environment.

Applications for admission are due February 1 for students entering the program in the following fall. In exceptional cases, students may be admitted at other times of the year. The online application requires the following (please follow the detailed checklist available on the department website):

- Official transcripts from undergraduate college or university, and from graduate study, if applicable
- GRE or GMAT scores (optional)
- TOEFL or IELTS scores for nonnative English speakers
• A personal statement, two to three pages in length, describing your motivation and preparation for entering or furthering a career in the nonprofit sector, and providing a hypothetical blueprint for the next twenty years of your career
• Comprehensive employment and education résumé
• Three recommendation letters, with one or more of the letters by a faculty member
• University of Oregon online graduate admission application

Nonprofit Curriculum
After completion of the core curriculum (33 credits focusing on financial, management, and revenue-development skills), students complete an internship and 20 credits of concentration electives. Students complete a management-based capstone sequence that culminates in successful completion of a consulting project for a nonprofit organization. The two-year program takes 68 credits to complete.

Master of Nonprofit Management Requirements

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 522 Grant Proposal Writing</td>
<td>1</td>
</tr>
<tr>
<td>PPPM 581 Fundraising for Nonprofit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 586 Philanthropy and Grant Making</td>
<td>2</td>
</tr>
<tr>
<td>PPPM 618 Public Sector Theory</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 623 Professional Development</td>
<td>1</td>
</tr>
<tr>
<td>PPPM 656 Quantitative Methods</td>
<td>5</td>
</tr>
<tr>
<td>PPPM 680 Managing Nonprofit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 684 Public and Nonprofit Financial Management</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses focused on a specific field of interest</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone Course: Management Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 688 Nonprofit Consultancy</td>
<td>4</td>
</tr>
<tr>
<td>Select three of the following; or other management-relevant course</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 507 Seminar: [Topic] (any experimental management course)</td>
<td></td>
</tr>
<tr>
<td>AAD 520 Event Management</td>
<td></td>
</tr>
<tr>
<td>PPPM 525 Project Management</td>
<td></td>
</tr>
<tr>
<td>PPPM 526 Strategic Planning for Management</td>
<td></td>
</tr>
<tr>
<td>PPPM 548 Collaborative Planning and Management</td>
<td></td>
</tr>
<tr>
<td>PPPM 552 Public Participation in Diverse Communities</td>
<td></td>
</tr>
<tr>
<td>PPPM 565 Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>PPPM 633 Public Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 68

2 Courses must be approved by an advisor and should focus on a specific field of interest such as policy, community development planning, environmental sustainability, international development, marketing and development, arts management, public advocacy, and education and social services. More options for course work may be found online, pppm.uoregon.edu/grad/nonprofit-master.

Public Administration
The master of public administration (MPA) is a two-year program for people interested in public service careers that address the critical social, economic, and environmental issues of our time. The curriculum is designed to provide a combination of academic theory, analytic skills, and real-world applications so that students become effective and creative leaders in public service.

A central focus of the program is to prepare students to become evidence-based policymakers, analysts, and managers. Evidence-based policymaking—the idea that the formulation of policy and its implementation should be based on evidence of effectiveness—has gained widespread acceptance in the policy community, both in the United States and abroad, and requires a closer connection between research and practice. It requires that researchers ask policy-relevant questions and conduct meaningful and timely analyses that support the decision-making process; conversely, it requires that policymakers, managers, and leaders think critically about research and integrate appropriate evidence in the implementation and formulation of policy and practice.

Recent graduates work as advisors, policy analysts, and strategic planners in all levels of government, in Oregon, throughout the US, and around the globe. Their work addresses the full range of social issues, from improving health-care access, increasing government efficiency, and responsiveness to creating new governmental structures in developing democracies. Graduates also work in a broad range of nonprofit organizations, for instance, as executive staff members in social service, arts, and environmental organizations.

The State of Oregon is an exciting place to study public administration. As a “laboratory of democracy,” it has a long and distinguished record of policy innovation. Most recently, Oregon has been on the forefront of advances in land-use, health-care, and environmental policy.

Unique Aspects of the Program
The size of the program means that master’s students at the University of Oregon receive a tremendous amount of individual attention, particularly in the second year when they conduct a team-based policy research project. The close, collegial working relationships between students and instructors means that faculty members are often able to help students attain relevant alumni contacts, internships, and job opportunities.

Since the department also houses a master’s degree program in community and regional planning (MCRP), master of public administration students benefit from additional faculty and planning-related course offerings. In particular, students are invited in their first year to enroll in a two-term, field-based course—Community Planning Workshop (PPPM 625)—in which students consult on a topical issue for a local government or nonprofit agency in Oregon.

Students interested in a career in nonprofits can earn a certificate in nonprofit management concurrently with their master of public administration. The certificate program offers innovative courses including one on board governance, in which students serve on a nonprofit board.
and another on philanthropy, in which students award a $15,000 grant to a local agency. As an alternate, students may complete both the MPA and MNM degrees concurrently. See a member of the department staff for application procedures for concurrent programs.

Oregon is known for its progressive policymaking, from the Bottle Bill, to vote-by-mail, to current efforts in health-care reform. Students find policymakers and public managers unusually accessible for consultation in Oregon.

The program prepares participants to become effective, creative leaders in the public and nonprofit sectors. The curriculum provides a combination of substantive knowledge, analytic skills, and professional experience that primes students for careers as evidence-based policymakers, analysts, or managers.

**Application Procedures**

To be eligible for the graduate program in public administration, an applicant must hold a bachelor’s degree.

Submit the following documents, which must be received by February 1:

1. Graduate Admission Application, available online—follow the instructions on the department’s website
2. Comprehensive employment and education résumé
3. A two-page, typed statement of purpose that clearly describes the applicant’s reasons for pursuing graduate study in the program at Oregon, his or her professional goals and objectives, and professional work experience
4. Transcripts of grades in courses taken for the bachelor’s degree and of any other college-level work. They should be sent directly by the institution that awarded the course credits
5. Three letters of recommendation; two may be from academic sources
6. The Graduate Record Examination is highly recommended for admission
7. Applicants whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) examination. The minimum acceptable TOEFL score for admission is 575 (paper-based test) or 88 (Internet-based test); the minimum acceptable IELTS exam score is 7.0. The results of the examination should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217

Students are selected for the program based on a combination of their undergraduate academic performance, intellectual aptitude, commitment to public service, and written statement. The deadline for receipt of fall term admission is February 1. In exceptional cases, students may be admitted at other times of the year.

The department strongly encourages applications from people of all backgrounds, and is dedicated to fostering a diverse academic environment. This, we believe, will help prepare better future public leaders.

**Master of Public Administration Requirements**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 618</td>
<td>Public Sector Theory</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 628</td>
<td>Public Sector Economics</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 629</td>
<td>Public Budget Administration</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 633</td>
<td>Public Management</td>
<td>4</td>
</tr>
</tbody>
</table>

**Field of Interest**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 636</td>
<td>Public Policy Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 637</td>
<td>MPA Policy Analysis Project</td>
<td>1</td>
</tr>
<tr>
<td>PPPM 656</td>
<td>Quantitative Methods</td>
<td>5</td>
</tr>
<tr>
<td>PPPM 657</td>
<td>Research Methods in Public Policy and Management</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 684</td>
<td>Public and Nonprofit Financial Management</td>
<td>4</td>
</tr>
</tbody>
</table>

**Internship**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 623</td>
<td>Professional Development</td>
<td>1</td>
</tr>
<tr>
<td>PPPM 604</td>
<td>Internship: [Topic]</td>
<td>3</td>
</tr>
</tbody>
</table>

**Applied Research Project**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 638–639</td>
<td>MPA Capstone Applied Research Project I- II</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Credits**

72

1. Must be taken for letter grades.

2. Interest areas may include: policy, public management, nonprofit management, planning, environmental policy, or other field of interest. A list of potential courses for each field of interest is available on the department’s website. Students who would like to develop their field of interest are able to do so in consultation with a faculty advisor. Recent graduates have created customized fields of interest in food sufficiency, health policy, and international development.

3. Completing an internship (3 credits) is highly recommended for all MPA students, and required for those with fewer than two years of relevant professional experience.

The master of public administration (MPA) program provides students with two key opportunities to synthesize classroom learning and apply their research skills to current policy and management issues. At the start of the second year, students engage in a policy project intended to simulate the real-world environment where analysts and managers are given short time frames to research a topic that they know little or nothing about. Over forty-eight hours, students read relevant policy and research documents, write a memo detailing the evidence base and key issues, and give an oral presentation. The project takes place the week before fall courses begin, and incoming first-year students have the opportunity to view the presentations as part of their orientation to the program. This component of the curriculum is a signature event and rite of passage each fall.

Students also enroll in a two-term project sequence that serves as the synthesizing capstone of the curriculum. Over winter and spring terms of the second year of study, students work on real-world or simulated real-world projects that require conducting in-depth needs assessments, evaluations, cost-benefit analyses, or other applied research. A faculty member works closely with student groups on these projects over the two terms. Past projects have included a survey for a state commission to gauge attitudes among key shareholders on potential policy change, an analysis of administrative data on the impact of a postpolicy implementation on Oregonians, and an examination of three potential communities for a nonprofit’s expansion.
Graduate Certificate in Nonprofit Management

The graduate certificate in nonprofit management prepares students for leadership in the nonprofit sector. The focused curriculum develops specific skills that are critical for success in managing nonprofit organizations.

Phenomenal growth in assets and activities of the nonprofit sector over the past two decades has led to career opportunities in the many areas of the nonprofit sector, including cultural and arts organizations, education, health care, human services, international development, and advocacy organizations. Nonprofit enterprise has broadened with developing sources of funding, and the complexities of its management require professional skills specific to the nonprofit sector.

Nonprofit Management Graduate Certificate Requirements

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 522</td>
<td>Grant Proposal Writing</td>
<td>1</td>
</tr>
<tr>
<td>PPPM 581</td>
<td>Fundraising for Nonprofit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 586</td>
<td>Philanthropy and Grant Making</td>
<td>2</td>
</tr>
<tr>
<td>PPPM 680</td>
<td>Managing Nonprofit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>PPPM 684</td>
<td>Public and Nonprofit Financial Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Internship and Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPPM 604</td>
<td>Internship: [Topic]</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 24

1. Elective credits may be taken in other departments. Information about the many nonprofit elective courses or waiver of required courses is available from the nonprofit program director.

2. Students wishing to complete the certificate must complete an internship and 3 elective credits or take 9 credits of nonprofit-relevant elective courses. Students who have no significant work experience in the nonprofit sector are strongly recommended to complete an internship by enrolling in 6 credits of Internship: [Topic] (PPPM 604).

Admission

Graduate students from any UO department may apply for admission and add the certificate to their degree programs. Students who hold a bachelor’s degree from an accredited university may apply to complete the certificate as a stand-alone program. Applications are reviewed for admission four times a year. Complete information about admission to the program is available on the nonprofit management certificate section of the department’s website.

Concurrent Master’s Degrees

Students may participate in a concurrent master’s degree program. The fields of planning, public policy administration, and nonprofit management draw on knowledge and expertise from other areas such as business, law, economics, political science, environmental studies, geography, landscape architecture, and architecture. Through the concurrent degree program, students enroll in two master’s programs simultaneously in order to complete requirements for both degrees with three years of course work. Students interested in this option should seek program advice from a member of the faculty. Students must be admitted to both programs and make special arrangements with both program directors.

Community Service Center

The Community Service Center, an interdisciplinary organization, assists Oregon communities by providing planning and technical assistance to help solve local issues, improve the quality of life in rural Oregon, and help make Oregon communities more self-sufficient.

The center incorporates a number of programs, including the following:

- Community Planning Workshop (p. 659)
- Resource Assistant for Rural Environments
- The Oregon Partnership for Disaster Resilience

Resource Assistance for Rural Environments (RARE)

The Americorps program, RARE, trains graduate-level students, then places them for a year in rural communities, where they help improve economic and environmental conditions. Qualified students receive a monthly stipend and an educational award of $5,550 when they finish their service. Members do not need to be matriculated students. More information about this program is available on the department website.

The Oregon Partnership for Disaster Resilience (OPDR)

The partnership promotes risk reduction and mitigation activities around the state through local plan development support, research and technical resource development, training, and capacity building, offering service-learning opportunities to graduate students in planning, policy, environmental studies, and other university programs. The partnership coordinates three program areas: the Oregon Predisaster Mitigation Program; the Disaster-Resilient University Program, including the UO Integrated Emergency Management Program; and the Long-Term Postdisaster Recovery Planning initiative.

- Graduate Certificate in Nonprofit Management (see Graduate tab for information)

Courses

PPPM 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.

PPPM 201. Introduction to Public Policy. 4 Credits. Overview of professional public service and the planning and management of public issues. Focuses on the goals of public services within their economic, social, and political contexts.

PPPM 202. Healthy Communities. 4 Credits. Historical relationships of public policy, planning, and public health; how public policies can promote health; relationship of planning and policies to inequalities in health outcomes.

PPPM 205. Introduction to City Planning. 4 Credits. Introduction to planning, using urban issues as lenses to explore transportation, housing, environment, and social equity as critical elements shaping where and how people live.

PPPM 280. Introduction to the Nonprofit Sector. 4 Credits. Overview of the nonprofit sector includes its origin, growth, oversight, and varied elements. Examines theory and research into the effectiveness of nonprofit strategies and structures.
PPPM 325. Community Leadership and Change. 4 Credits.
Explores sustainable change at the community level by examining local systems and institutions: transportation, social influences, environment, housing, and the economy.

PPPM 327. Global Leadership and Change. 4 Credits.
Explores the role of leadership in global social, economic, and ecological sustainability. Considers population, consumption, technology, diversity, scale, nonviolent change, and community.

PPPM 331. Environmental Management. 4 Credits.
Introduction to environmental management. Focuses on solutions to problems in managing population, pollution, and resources.

PPPM 340. Climate-Change Policy. 4 Credits.
Overview of climate-change policy; topics include cap and trade, carbon tax, fuel efficiency standards, biofuel standards, and renewable portfolio standards.

PPPM 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PPPM 401. Research: [Topic]. 1-21 Credits.
Repeatable.

PPPM 403. Thesis. 1-12 Credits.
Repeatable.

PPPM 404. Internship: [Topic]. 1-12 Credits.
Supervised work experience that offers students opportunities to explore and clarify career goals, apply academic learning, enhance and learn new skills, gain experience, and network with professionals. Repeatable. Prereq: PPPM 412.

PPPM 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

PPPM 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.

PPPM 407. Seminar: [Topic]. 1-5 Credits.

PPPM 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

PPPM 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Trial courses are taught under these numbers. See the online class schedule for current titles.

PPPM 412. Internship and Professional Development. 1 Credit.
Introduction to the department’s internship program and career development. Includes overview of professionalism and effective communication, resume and cover letter writing, and interviewing and networking skills.

PPPM 413. Quantitative Methods. 4 Credits.
Introduction to the use of quantitative techniques to answer planning, public policy and management related questions.

PPPM 415. Policy and Planning Analysis. 4 Credits.
Applied problem-solving in the public policy and planning process. Examines the theoretical and methodological underpinnings of policy and planning analysis. Prereq: EC 201.

PPPM 418. Introduction to Public Law. 4 Credits.
Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.

PPPM 422. Grant Proposal Writing. 1 Credit.
Introduction to the process of preparing grant applications and material for funded research.

PPPM 425. Project Management. 4 Credits.
Application of specific techniques that lead to projects being completed on time, within budget, and with appropriate quality.

PPPM 426. Strategic Planning for Management. 4 Credits.
Process of strategic planning for communities, government agencies, and nonprofit organizations.

PPPM 432. Justice and Urban Revitalization. 4 Credits.
Examines the political, economic, institutional and social forces that affect the long-term vitality of cities and communities and how those factors relate to community redevelopment. Emphasis is given on how to revitalize low-income multicultural communities.

PPPM 434. Urban Geographic Information Systems. 4 Credits.
Introduction to geographic information systems in areas of environmental, demographic, suitability, and transportation-related research.

PPPM 438. Transportation Issues in Planning: [Topic]. 4 Credits.
Introduction to the social implications of various transportation-related policies and practices. Repeatable for a maximum of 8 credits.

PPPM 440. Land-Use Policy. 4 Credits.
Planning in urban, rural, and connecting environments. Functions, distribution, relationships of land uses; social, economic, fiscal, physical consequences of alternative land use development patterns.

PPPM 441. Growth Management. 4 Credits.
Examines motivations for managing growth. Surveys regulatory and incentive-based approaches to growth management at the state, regional, and local level. Prereq: PPPM 205.

PPPM 442. Sustainable Urban Development. 4 Credits.
Introduces issues revolving around cities as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.

PPPM 443. Natural Resource Policy. 4 Credits.
Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows.

PPPM 444. Environmental Policy. 4 Credits.
Overview of policies related to the environment: examines the design and effectiveness of specific policies.

PPPM 445. Green Cities. 4 Credits.
Examines the history and future of the interface between urban growth and environmental concerns, and the technological, social, and political forces that continue to shape it.

PPPM 446. Socioeconomic Development Planning. 4 Credits.
Planning for responsible economic and social development. Policy problems and issues in providing a stable economic base and social and economic well-being while avoiding environmental degradation.

PPPM 448. Collaborative Planning and Management. 4 Credits.
Explores theory and practice of collaboration. Presents a variety of collaboration settings with a focus on environmental and natural resource management.

PPPM 452. Public Participation in Diverse Communities. 4 Credits.
PPPM 455. Social Planning and Policy: [Topic]. 4 Credits.
Topics may include health, crime, youth, inequality, international development, or terrorism. Repeatable twice for a total of 12 credits.

PPPM 460. Health Policy. 4 Credits.
Introduction to the key health policy issues of access, cost, quality, and racial and ethnic disparities.

PPPM 465. Program Evaluation. 4 Credits.
Introduction to the design and implementation of program evaluations.

PPPM 480. Nonprofit Management I. 4 Credits.
How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations.
Prereq: PPPM 280.

PPPM 481. Fundraising for Nonprofit Organizations. 4 Credits.
Introduction to fundraising for nonprofit organizations. Annual giving, major gifts, planned giving, and campaigns.

PPPM 484. Public and Nonprofit Financial Management. 4 Credits.
Introduction to financial management for public agencies and nonprofit organizations. Topics include budget processes, financial statements, financial resource management (taxes, donations, grants), expenditure systems, and capital project analysis.

PPPM 486. Philanthropy and Grant Making. 2 Credits.
History, economics, and practice of philanthropy and grant making in the United States. Students study philanthropy from a multidisciplinary perspective and finish the quarter by awarding a $15,000 grant to a nonprofit organization of their choice.

PPPM 494. Practice of Leadership and Change. 4 Credits.
Examines the principles and practices of leadership and change in communities and organizations through discussions with community leaders and personal reflection.
Prereq: major status, senior standing preferred.

PPPM 503. Thesis. 1-16 Credits.
Repeatable.

PPPM 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PPPM 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

PPPM 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Trial courses are taught under these numbers. See the online class schedule for current titles.

PPPM 518. Introduction to Public Law. 4 Credits.
Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.

PPPM 522. Grant Proposal Writing. 1 Credit.
Introduction to the process of preparing grant applications and material for funded research.

PPPM 525. Project Management. 4 Credits.
Application of specific techniques that lead to projects being completed on time, within budget, and with appropriate quality.

PPPM 526. Strategic Planning for Management. 4 Credits.
Process of strategic planning for communities, government agencies, and nonprofit organizations.

PPPM 532. Justice and Urban Revitalization. 4 Credits.
Examines the political, economic, institutional and social forces that affect the long-term vitality of cities and communities and how those factors relate to community redevelopment. Emphasis is given on how to revitalize low-income multicultural communities.

PPPM 534. Urban Geographic Information Systems. 4 Credits.
Introduction to geographic information systems in areas of environmental, demographic, suitability, and transportation-related research.

PPPM 538. Transportation Issues in Planning: [Topic]. 4 Credits.
Introduction to the social implications of various transportation-related policies and practices. Repeatable for a maximum of 8 credits.

PPPM 541. Growth Management. 4 Credits.
Examines motivations for managing growth. Surveys regulatory and incentive-based approaches to growth management at the state, regional, and local level.

PPPM 542. Sustainable Urban Development. 4 Credits.
Introduces issues evolving around cities as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.

PPPM 543. Natural Resource Policy. 4 Credits.
Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows.

PPPM 544. Environmental Policy. 4 Credits.
Overview of policies related to the environment: examines the design and effectiveness of specific policies.

PPPM 546. Socioeconomic Development Planning. 4 Credits.
Planning for responsible economic and social development. Policy problems and issues in providing a stable economic base and social and economic well-being while avoiding environmental degradation.

PPPM 548. Collaborative Planning and Management. 4 Credits.
Explores theory and practice of collaboration. Presents a variety of collaboration settings with a focus on environmental and natural resource management.

PPPM 552. Public Participation in Diverse Communities. 4 Credits.

PPPM 555. Social Planning and Policy: [Topic]. 4 Credits.
Topics may include health, crime, youth, inequality, international development, or terrorism. Repeatable twice for a total of 12 credits.

PPPM 560. Health Policy. 4 Credits.
Introduction to the key health policy issues of access, cost, quality, and racial and ethnic disparities.

PPPM 565. Program Evaluation. 4 Credits.
Introduction to the design and implementation of program evaluations.

PPPM 581. Fundraising for Nonprofit Organizations. 4 Credits.
Introduction to fundraising for nonprofit organizations. Annual giving, major gifts, planned giving, and campaigns.

PPPM 586. Philanthropy and Grant Making. 2 Credits.
History, economics, and practice of philanthropy and grant making in the United States. Students study philanthropy from a multidisciplinary perspective and finish the quarter by awarding a $15,000 grant to a nonprofit organization of their choice.

PPPM 601. Research: [Topic]. 1-16 Credits.
Repeatable.
PPPM 604. Internship: [Topic]. 1-10 Credits.
Supervised work experience that offers students opportunities to explore and clarify career goals, apply academic learning, enhance and learn new skills, gain experience, and network with professionals. Repeatable.

PPPM 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

PPPM 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

PPPM 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PPPM 608. Workshop: [Topic]. 1-16 Credits.
Repeatable. A recent topic is Community Planning.

PPPM 609. Terminal Project. 1-16 Credits.
Repeatable.

PPPM 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

PPPM 611. Introduction to Planning Practice. 4 Credits.
Explores the concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions.

PPPM 612. Legal Issues in Planning. 4 Credits.
Federal and state legal relationships, the role of the courts in reviewing public sector decision-making, sources of the law, issues in land-use regulation, and basic legal research skills.

PPPM 613. Planning Analysis I. 5 Credits.
Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models, population projections, cost-benefit analysis.

PPPM 616. Planning Theory and Ethics. 4 Credits.
Logic of the planning process; the relationship of planning to the political process and to rational decision making in governance.

PPPM 617. Human Settlements. 4 Credits.
Historical development of cities and the ways in which city and regional contexts influence economic, social, and political processes.

PPPM 618. Public Sector Theory. 4 Credits.
Overview of the core concepts, theories, and practices that provide the foundation for the field of public policy and management.

PPPM 620. Research Methods in Planning I. 1-4 Credits.
Communicate, execute, and evaluate research in the public sector. Students conduct original research projects from problem formulation through data analysis.

PPPM 621. Research Methods in Planning II. 3-4 Credits.
Students explore research topics and develop proposals for terminal project. Sequence with PPPM 620.

PPPM 623. Professional Development. 1 Credit.
Articulating preliminary career goals and mapping the necessary steps to accomplish these goals.

PPPM 625. Community Planning Workshop. 5 Credits.
First in a two-term sequence of planning and problem-solving courses. Students working in teams conduct research and develop solutions to planning problems for a client community. Sequence with PPPM 626.

PPPM 626. Community Planning Workshop. 5 Credits.
Last in a two-term sequence of planning and problem-solving courses. Students working in teams conduct research and develop solutions to planning problems for a client community. Sequence with PPPM 625. Prereq: PPPM 625.

PPPM 628. Public Sector Economics. 4 Credits.
Reasons for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, and user fees.

PPPM 629. Public Budget Administration. 4 Credits.
Resource allocation through the budget process. Analysis of budget systems, service costing, and citizen participation in the budget process.

PPPM 631. Public Management. 4 Credits.
Theory and practice of public service management; leadership and organizational capacity building, including key management activities for developing effective public service organizations.

PPPM 633. Public Management. 4 Credits.
Organizational capacity building, including key management activities for developing effective public service organizations.

PPPM 636. Public Policy Analysis. 4 Credits.
Techniques in the policymaking process. Determining the impact of policies, comparing alternatives, determining the likelihood that a policy will be adopted and effectively implemented. Prereq: PPPM 628 or equivalent.

PPPM 637. MPA Policy Analysis Project. 1 Credit.
Students team to produce a professionally oriented policy analysis memorandum and presentation on an assigned topic in a 48-hour period. Prereq: PPPM 630.

PPPM 638. MPA Capstone Applied Research Project I. 5 Credits.
Team prepare applied research projects for client organizations using analytical and managerial skills to solve problems in public policy analysis or public management. Sequence with PPPM 639. Prereq: PPPM 618, 629, 633, 636, 657, 684.

PPPM 639. MPA Capstone Applied Research Project II. 5 Credits.
Teams prepare applied research projects for client organizations using analytical and management skills to solve problems in public policy analysis or public management. Sequence with PPPM 638. Prereq: PPPM 630.

PPPM 645. Sustainable Cities. 4 Credits.
Examines the nexus of sustainability and planning in theory and practice. Explores how cities incorporate principles of sustainability in various systems and policies.

PPPM 650. Quantitative Methods. 5 Credits.
Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results.

PPPM 655. Research Methods in Public Policy and Management. 4 Credits.
Survey of research methods used in the analysis of public policy issues. Emphasis is on determining the appropriate methodology for a given research question. Prereq: PPPM 656.

PPPM 658. Managing Nonprofit Organizations. 4 Credits.
Principles of effective management of nonprofit organizations. Governance, strategy, legal structure and standards, and volunteer administration.

PPPM 684. Public and Nonprofit Financial Management. 4 Credits.
Financial management overview for public agencies and nonprofits, including budget processes, financial statements, resource management, expenditure systems, capital project analysis, and internal management control processes.
**Product Design**

Kiersten Muenchinger, Department Head
541-346-6891
251E Lawrence Hall
5282 University of Oregon
Eugene, Oregon 97403-5232

The Department of Product Design rigorously explores the invention, production, and use of products. It integrates the theories and applied practices in the design, art, and architecture disciplines, creating collaborative opportunities across campus with the business school and the anthropology and chemistry departments. The critical research and design work produced by students and faculty members has an impact on both the local and international design communities.

The program exposes and expands on the significance of materials in products, helping students develop an understanding of how aspects of sustainability and ergonomics, tactile and visual aesthetics, and structural integrity can influence their choices in materials.

**Overview**

The department offers a bachelor of arts (BA) or bachelor of science (BS) degree in product design on the Eugene campus, and a bachelor of fine arts (BFA) degree in product design in Portland. The BA and BS degrees are four-year liberal arts programs designed to prepare students for the BFA program in product design. Students enrolled in either degree option share a foundation in design, graphics, drawing, and art history with majors in both architecture and art.

**Eugene**

Students studying for the bachelor's degree in product design are well-equipped with computer and digital-imaging labs, new digital computer-controlled mill, laser cutter, wood shop, digital loom, metals and ceramics shops, large-format printing facility, and other specialized art studios in Lawrence Hall and the Northsite studio complex. The Eugene campus has strong undergraduate and graduate degree programs in architecture, art, ceramics, digital arts, fibers, interior architecture, metalsmithing and jewelry, painting, photography, printmaking, and sculpture. In addition, students have access to other university resources, such as the architecture and allied arts and main libraries, Student Recreation Center, Erb Memorial Union, and Craft Center.

**Portland**

Students pursuing the fifth-year product design BFA degree work at the university's new facility in Portland's Old Town Historic District. The White Stag Block houses studio facilities, digital fusion laboratory, classrooms, library, exhibit and research spaces, and work areas for students and faculty members. An integrated shop and an output center for two- and three-dimensional computer numerical controlled production are available. Product design students benefit by interacting with students of other professional disciplines, such as digital arts and architecture. An internship component of the BFA program gives students access to design professionals and direct experience at leading Northwest design companies.

**Preparation**

High school and college students interested in product design should prepare themselves by taking courses in the following subjects:

- Fine arts and design (e.g., drawing, painting, sculpture, two- and three-dimensional design, fiber arts, metal arts, ceramics, drafting, art history, architecture, furniture or interior design)
- Social sciences (e.g., sociology, psychology, cultural anthropology)
- Sciences and mathematics (e.g., physics, algebra, geometry)
- Humanities (e.g., literature, writing)

To better understand the professional field, prospective students may plan to visit and discuss opportunities with local designers and firms practicing product design.

Product design students are required to own a laptop computer. If students purchase recommended equipment, they are eligible for technical support from our computing staff. Recommended systems are listed on the program's website. Purchase of a digital camera to record studio work and use for classroom assignments is strongly advised.

**Faculty**


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

- Bachelor of Arts in Product Design (p. 673)
- Bachelor of Science in Product Design (p. 673)
- Bachelor of Fine Arts in Product Design (p. 674)

Undergraduate Studies

Application for Product Design Major

The major in product design is an intensive, limited-enrollment program. Acceptance is competitive and based on documented evidence of potential to excel in the field. Admission screening takes place once a year and requires review of a portfolio of visual materials submitted by each applicant. These portfolios should display promise and creativity, but need not demonstrate extensive experience in design or product-related projects. Applications that don’t include visual materials are not reviewed.

Students apply directly to the department for admission as majors. The postmark deadline for applications is January 15 for fall term admission. Visit the program website for the application form and instructions.

BFA Application

Admission to the bachelor of fine arts program requires an application that includes a portfolio review of the student’s work, usually in the last term of the fourth year of study. Students who have completed a comparable four-year degree in material and product studies at another institution may be admitted to the fifth-year BFA program. Such BFA candidates must satisfy the university’s 45-credit residence requirement. Students accepted to the BFA program from schools other than the University of Oregon should speak with an advisor to determine how their credits will transfer. Prerequisites may require the student to spend more than one year in the program.

Bachelor of Arts in Product Design

Requirements

Students must complete a minimum of 180 credits, which include general-university requirements for a bachelor of arts or bachelor of science degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time</td>
<td>4</td>
</tr>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>IARC 204</td>
<td>Understanding Contemporary Interiors</td>
<td>4</td>
</tr>
<tr>
<td>PD 223</td>
<td>Beginning Design Drawing</td>
<td>4</td>
</tr>
<tr>
<td>PD 240</td>
<td>Designers’ Tools</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 250</td>
<td>Print Media Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td>ARH 358</td>
<td>History of Design</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Product design studio course (PD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics studio course (ARTC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fibers studio course (ARTF)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metalsmithing and jewelry studio course (ARTM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sculpture studio course (ARTS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art history course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-Division Studio Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD 301</td>
<td>Introduction to Design Studio</td>
<td>4</td>
</tr>
<tr>
<td>PD 323</td>
<td>Design Drawing</td>
<td>4</td>
</tr>
<tr>
<td>PD 340</td>
<td>Design for Use</td>
<td>4</td>
</tr>
<tr>
<td>PD 350</td>
<td>Objects and Impacts</td>
<td>4</td>
</tr>
<tr>
<td>PD 370</td>
<td>Design Process</td>
<td>4</td>
</tr>
<tr>
<td>PD 430</td>
<td>Computer-Assisted Design and Production</td>
<td>4</td>
</tr>
<tr>
<td>IARC 447</td>
<td>Color Theory and Application for the Built Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

or ARTP 281 Introductory Painting I

PD 483 | Senior Studio I                    | 4       |
PD 484 | Senior Studio II                   | 4       |
PD 485 | Senior Studio III                  | 4       |

Select five of the following studio electives: 1, 2 (20)

- Product design electives (PD)
- Art electives (ART)
- Ceramics electives (ARTC)
- Fibers electives (ARTF)
- Interior architecture electives (IARC)
- Metalsmithing and jewelry electives (ARTM)
- Sculpture electives (ARTS)

Other Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 161</td>
<td>Introduction to Cultural Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>BA 317</td>
<td>Marketing: Creating Value for Customers</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 107

1 With product design advisor approval, students may select electives from any studio course taught in the College of Design. Students are welcome to propose studio courses from outside the school to fulfill product design electives, although they require approval by the advisor.

2 Electives must be 300- or 400-level courses.

Bachelor of Science in Product Design

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time</td>
<td>4</td>
</tr>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>IARC 204</td>
<td>Understanding Contemporary Interiors</td>
<td>4</td>
</tr>
<tr>
<td>PD 223</td>
<td>Beginning Design Drawing</td>
<td>4</td>
</tr>
<tr>
<td>PD 240</td>
<td>Designers’ Tools</td>
<td>4</td>
</tr>
<tr>
<td>PD 240</td>
<td>Designers’ Tools</td>
<td>4</td>
</tr>
<tr>
<td>ARTD 250</td>
<td>Print Media Digital Arts</td>
<td>4</td>
</tr>
<tr>
<td>ARH 358</td>
<td>History of Design</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Product design studio course (PD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics studio course (ARTC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fibers studio course (ARTF)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metalsmithing and jewelry studio course (ARTM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sculpture studio course (ARTS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art history course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-Division Studio Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD 301</td>
<td>Introduction to Design Studio</td>
<td>4</td>
</tr>
</tbody>
</table>
### Bachelor of Arts in Product Design

**Requirements**

Students must complete a minimum of 220 credits, including requirements for the bachelor or arts or bachelor of science in product design or its equivalent.

| Three art history courses (ARH) | 12 |
| PD 404 Internship: [Topic] | 12 |
| PD 486–488 BFA Studio I-III | 18 |
| **Total Credits** | **42** |

1. With product design advisor approval, students may select electives from any studio course taught in the College of Design. Students are welcome to propose studio courses from outside the school to fulfill product design electives, although they require approval by the advisor.

2. Electives must be 300- or 400-level courses.

### Bachelor of Fine Arts in Product Design

**Requirements**

Students must complete a minimum of 220 credits, including requirements for the bachelor or arts or bachelor of science in product design or its equivalent.

| PD 323 Design Drawing | 4 |
| PD 340 Design for Use | 4 |
| PD 350 Objects and Impacts | 4 |
| PD 370 Design Process | 4 |
| PD 430 Computer-Assisted Design and Production | 4 |
| IARC 447 Color Theory and Application for the Built Environment | 3 |
| or ARTP 281 Introductory Painting I | |
| PD 483 Senior Studio I | 4 |
| PD 484 Senior Studio II | 4 |
| PD 485 Senior Studio III | 4 |
| **Select five of the following studio electives:** | **20** |
| Product design electives (PD) | |
| Art electives (ART) | |
| Ceramics electives (ARTC) | |
| Fibers electives (ARTF) | |
| Interior architecture electives (IARC) | |
| Metalsmithing and jewelry electives (ARTM) | |
| Sculpture electives (ARTS) | |
| **Other Requirements** | |
| BA 101 Introduction to Business | 4 |
| ANTH 161 Introduction to Cultural Anthropology | 4 |
| BA 317 Marketing: Creating Value for Customers | 4 |
| **Total Credits** | **107** |

### Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- BA or BS in Product Design (p. )
- BFA in Product Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ART 115 Surface, Space, and Time</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WR 121 College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IARC 204 Understanding Contemporary Interiors</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PD 223 Beginning Design Drawing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PD 240 Designers’ Tools</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td></td>
<td>PD 430 Computer-Assisted Design and Production</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>---------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 323</td>
<td>Design Drawing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 317</td>
<td>Marketing: Creating Value for Customers</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ARH 358</td>
<td>History of Design</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 483</td>
<td>Senior Studio I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division PD, ART, AAA, or IARC elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 484</td>
<td>Senior Studio II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division PD/ART, AAA, or IARC elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 340</td>
<td>Design for Use</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course with ARH subject code</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division PD, ART, AAA, or IARC elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 350</td>
<td>Objects and Impacts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-division PD, ART, AAA, or IARC elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 370</td>
<td>Design Process</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PD 301</td>
<td>Introduction to Design Studio</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>IARC 447</td>
<td>Color Theory and Application for the Built Environment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>47</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Science in Product Design**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 115</td>
<td>Surface, Space, and Time</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>IARC 204</td>
<td>Understanding Contemporary Interiors</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 116</td>
<td>Core Interdisciplinary Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BA 101</td>
<td>Introduction to Business</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTD 250</td>
<td>Print Media</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ANTH 161</td>
<td>Introduction to Cultural Anthropology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Course** | **Title** | **Credits** | **Milestones** |
---|---|---|---|
PD 323 | Design Drawing | 4 | |
Second term of second-year second-language sequence | 4 | |
General education course in science | 4 | |
| | **Credits** | **16** | |
| **Spring** | | | |
BA 317 | Marketing: Creating Value for Customers | 4 | |
ARH 358 | History of Design | 4 | |
| | General education course in science | 4 | |
| | **Credits** | **12** | |
| **Winter** | | | |
PD 483 | Senior Studio I | 4 | |
| | General education course in science | 4 | |
| | Upper-division PD, ART, AAA, or IARC elective course | 4 | |
| | **Credits** | **16** | |
| **Spring** | | | |
PD 484 | Senior Studio II | 4 | |
| | Upper-division PD/ART, AAA, or IARC elective courses | 8 | |
| | **Credits** | **12** | |
| **Third Year** | | | |
PD 340 | Design for Use | 4 | |
| | General education course in arts and letters | 4 | |
| | Upper-division elective course with ARH subject code | 4 | |
| | Upper-division PD, ART, AAA, or IARC elective course | 4 | |
| | **Credits** | **16** | |
| **Winter** | | | |
PD 350 | Objects and Impacts | 4 | |
| | General education course that also satisfies a multicultural requirement | 4 | |
| | General education course in science | 4 | |
| | Upper-division PD, ART, AAA, or IARC elective course | 4 | |
| | **Credits** | **16** | |
| **Spring** | | | |
PD 370 | Design Process | 4 | |
PD 301 | Introduction to Design Studio | 4 | |
IARC 447 | Color Theory and Application for the Built Environment | 3 | |
<p>| | General education course in social science | 4 | |
| | <strong>Credits</strong> | <strong>15</strong> | |
| <strong>Total Credits</strong> | | | <strong>47</strong> |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General education course in social science</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 223</td>
<td>Beginning Design Drawing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PD 240</td>
<td>Designers' Tools</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>General education course in arts and letters</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-division elective course</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 323</td>
<td>Design Drawing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PD 430</td>
<td>Computer-Aided Design and Production</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>General education course in science</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-division elective course</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 317</td>
<td>Marketing: Creating Value for Customers</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ARH 358</td>
<td>History of Design</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>General education course in science</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-division elective course</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 340</td>
<td>Design for Use</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>General education course in arts and letters</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-division PD/ART, AAA, or IARC elective course</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-division elective course with ARH subject code</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 350</td>
<td>Objects and Impacts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>General education course in science</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>General education course that also satisfies a multicultural requirement</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 483</td>
<td>Senior Studio I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>General education course in science</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-division PD/ART, AAA, or IARC elective course</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 484</td>
<td>Senior Studio II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-division PD/ART, AAA, or IARC elective courses</strong></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD 485</td>
<td>Senior Studio III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PD 440</td>
<td>Advanced Designers' Tools</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Upper-division PD/ART, AAA, or IARC elective course</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Fine Arts in Product Design**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Studies

The Department of Product Design offers a master of science degree in sports product design, a two-year program based in Portland, Oregon. The master of science in sports product design prepares designers to be key members and leaders of multidisciplinary development teams within the more than 700 sports product companies located in Oregon and beyond. The program focuses on innovation methods, design tailored for the athlete, product sustainability, and sports product marketing and branding through the study of sports-specific design techniques, human physiology, biomechanics, and sports psychology.

Students who graduate from this program will be capable of making strong contributions to the sports design culture of Oregon and the world at large.

Master of Science in Sports Product Design

The MS in sports product design is a two-year program intended for students already equipped with conceptual problem-solving abilities, knowledge of materials and production, strategies for emotional product resonance and relevance, and entrepreneurial skills (typically, but not always, acquired in an undergraduate program in product design or its equivalent).

Degree Requirements

The curriculum is divided into three categories:

1. core content (42 credits)
2. core-related content (10 credits)
3. elective content (6 or more credits)

The core content comprises a series of applied studio courses and one content-based course, structured to increase knowledge and skills through immersion in the design process in conjunction with sports product professionals.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPD 650 Sports Product Materials and Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>SPD 684 Research Methodology and Innovation Process Studio</td>
<td>6</td>
</tr>
<tr>
<td>SPD 685 Sports Product Design Studio I</td>
<td>6</td>
</tr>
<tr>
<td>SPD 686 Sports Product Design Studio II</td>
<td>6</td>
</tr>
<tr>
<td>SPD 687 Sports Product Design Studio III</td>
<td>6</td>
</tr>
<tr>
<td>SPD 688 Innovative Project Strategy Development Studio</td>
<td>6</td>
</tr>
<tr>
<td>SPD 689 Collaborative Creation and Launch Studio</td>
<td>9</td>
</tr>
</tbody>
</table>

The core-related content comprises three courses in related disciplines intended to build the necessary understanding of human performance and business practices related to the sports product industry.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHY 631 Human Performance and Sports Products</td>
<td>3</td>
</tr>
<tr>
<td>J 626 Strategic Marketing Communication</td>
<td>4</td>
</tr>
<tr>
<td>SBUS 645 Sports Product</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are also required to take at least six credits of elective content from the options below.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 662 Strategic Cost Management</td>
<td>4</td>
</tr>
</tbody>
</table>
Professional Connections

Industry partners for sports product design provide special opportunities for students, fulfilling a number of critical roles as part of the learning environment of this program: instructors, advisors, guest reviewers, lecturers, mentors. Some examples of recent partners include Intel, Leatherman, Logitech, Nike, and Under Armour.

Admission

Incoming students must have completed an undergraduate degree and demonstrate a combination of education and relevant experience to begin work immediately designing products manually and digitally. This is typically demonstrated through formal transcripts, but applicants are also required to submit the following:

- A 300-word personal statement describing the applicant’s interest in sports product design and how they see design influencing their life and the world around them
- A portfolio of creative work (a maximum of 20 pages and 5 megabytes) showcasing problem-solving in the design process, drawing and prototyping skills, and storytelling, serving as a demonstration of the candidate’s design abilities
- Three letters of recommendation from faculty members outside of the UO Department of Product Design

Applications are reviewed beginning on January 15 of each year and undergo rolling review for admission until the cohort is complete. Incoming students begin the fall term immediately after acceptance.

Courses

PD 101. Introduction to Product Design. 4 Credits.
Examines how designers invent things that help people through lectures from designers, drawing assignments, photo documentation, model-making, storytelling, and computer-aided design; product innovation, creation, and sales; and protfolio creation. Laborabory, lecture.

PD 198. Workshop: [Topic]. 1-12 Credits.
Repeatable.

PD 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PD 223. Beginning Design Drawing. 4 Credits.
Focuses on perspective, line weight, construction with primary shapes, and shading in the creation of three-dimensional objects.

PD 240. Designers’ Tools. 4 Credits.
Quick model-making and additive, subtractive, and mold-using fabrication methods are applied in the creation of products in three separate projects.
Prereq: ART 115, ART 116.

PD 301. Introduction to Design Studio. 4 Credits.
Students observe and design solutions for problems on campus in three team-based projects.
Pre- or coreq: PD 370.

PD 323. Design Drawing. 4 Credits.
Introduces specific techniques in drawing and modeling objects and their spatial context; the demonstration and implementation of various media and types of drawing. Repeatable once for a maximum of 8 credits.
Prereq: ART 115, 116, PD 223.

PD 340. Design for Use. 4 Credits.
Provides the basic theoretical underpinnings for considering the socio-cultural background and design of products. Lectures and readings present main issues; discussions complete conceptual principals.
Prereq: PD 350.

PD 350. Objects and Impacts. 4 Credits.
Explores how design influences and is influenced by materials and manufacturing processes. Lectures, readings, and discussions present sustainability, aesthetic, and functional aspects of product design.
Prereq: PD 370.

PD 360. Object Culture. 4 Credits.
Promotes a greater understanding of the material world and how everyday objects define culture.

PD 370. Design Process. 4 Credits.
Introduces design processes, from theoretical to professional, using readings, guest lectures, and experimental new structures.

PD 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PD 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

PD 401. Research: [Topic]. 1-12 Credits.
Repeatable with change of topic.

PD 404. Internship: [Topic]. 1-12 Credits.
Repeatable with change of topic.

PD 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable with change of topic.
Prereq: instructor’s permission.

PD 406. Special Problems: [Topic]. 1-8 Credits.
Repeatable with change of topic.
Prereq: instructor’s permission.

PD 407. Seminar: [Topic]. 1-4 Credits.

PD 408. Workshop: [Topic]. 1-6 Credits.
Repeatable with change of topic.

PD 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

PD 430. Computer-Assisted Design and Production. 4 Credits.
Meshes virtual design and physical design as students work on projects using shop tools and computer-aided design and manufacturing software and equipment.
Prereq: ART 115, ART 116, PD 223.

PD 440. Advanced Designers’ Tools. 4 Credits.
Designing a production line for twenty identical items.
Prereq: PD 340.

PD 483. Senior Studio I. 4 Credits.
Design studio focuses on personal questions that are explored through active design development. Questions may relate to issues of user interface, sustainability, or societal problems. Sequence with PD 484, PD 485. Repeatable twice for a maximum of 12 credits.
PD 484. Senior Studio II. 4 Credits.
Design studio focuses on global questions explored through active development. Questions may relate to issues of user interface, sustainability, or societal problems. Only for seniors with declared major status in architecture, art, interior architecture, or product design. Sequence with PD 483, 485. Repeatable twice for a maximum of 12 credits.
Pre- or coreq: PD 240, PD 323, PD 340, PD 350, PD 370, PD 430, PD 483; senior standing in product design.

PD 485. Senior Studio III. 4 Credits.
Design studio focuses on corporate questions that are explored through active design development. Questions may relate to issues of user interface, sustainability, or societal problems. Sequence with PD 483, 484. Repeatable twice for a maximum of 12 credits.
Pre- or coreq: PD 240, PD 323, PD 340, PD 350, PD 370, PD 430, PD 483, PD 484; senior standing in product design.

PD 486. BFA Studio I. 6 Credits.
Explores problems that stress design development through innovation and the responsibility to solve complex societal, functional, and aesthetic issues. Seminar component fosters theoretical, professional, and creative discussion. Prereq: BFA standing.

PD 487. BFA Studio II. 6 Credits.
Second course in series of interactive studios in which students engage in independent project-based learning. Sequence with PD 486, PD 488. Prereq: PD 486, BFA standing.

PD 488. BFA Studio III. 6 Credits.
Third course in series of interactive studio in which students engage in independent project-based learning. Sequence with PD 486, PD 487. Prereq: PD 487, BFA standing.

Courses

SPD 601. Research: [Topic]. 1-6 Credits.
Repeatable.

SPD 604. Internship: [Topic]. 1-6 Credits.
Repeatable.

SPD 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

SPD 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable.

SPD 608. Workshop: [Topic]. 1-9 Credits.
Repeatable.

SPD 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPD 650. Sports Product Materials and Manufacturing. 3 Credits.
Explores the materials science, manufacturing, and sustainability theories applied in sports product design. Prereq: SPD 684.

SPD 684. Research Methodology and Innovation Process Studio. 6 Credits.
Focuses on the design theories and methodologies used to design innovative sports products.

SPD 685. Sports Product Design Studio I. 6 Credits.
Explores the theories and creative problem-solving methods used to design solutions for sports soft goods. Theories of human thermoregulation, hydroprotection, support, aerodynamics, wearable technology, and kinematics. Prereq: SPD 684.

SPD 686. Sports Product Design Studio II. 6 Credits.
Explores the theories and creative problem-solving methods used to design solutions for sports footwear. Mechanical theories of cushioning, stability, support, traction, and slipping-sliding. Prereq: SPD 650, SPD 685.

SPD 687. Sports Product Design Studio III. 6 Credits.
Explores the theories and creative problem-solving methods used to design solutions for sports hard goods. Performance theories are considered to generate creative solutions. Prereq: SPD 650, SPD 686.

SPD 688. Innovative Project Strategy Development Studio. 6 Credits.
First of a two-term capstone studio that critically examines the alignment of design, materials, science, sustainability, research, and business theories to create an innovative sports product design opportunity. Prereq: SPD 650, SPD 687.

SPD 689. Collaborative Creation and Launch Studio. 9 Credits.
Second of a two-term capstone studio that critically examines the alignment of design, materials, science, research, and business theories to create an innovative sports product design opportunity. Prereq: SPD 688.

College of Education

R. W. Kamphaus, Dean
541-346-1601
130 HEDCO Education Building
1215 University of Oregon
Eugene, Oregon 97403-1215

Preparing Educators in the 20th Century

The College of Education's academic majors are organized into four departments: counseling psychology and human services; educational methodology, policy, and leadership; education studies; and special education and clinical sciences.

The college offers undergraduate, master’s, and doctoral degrees and preparation for licensure, programs that link instruction to current research findings and pedagogical practices and to the needs of the educational community, ensuring students are prepared for collaborative practice in the field of education. Students become active learners as they accumulate an understanding of disciplinary content and develop professional knowledge and skills that prepare them for careers in education or the social services. Surveys of graduates from the College of Education indicate that the overwhelming majority are successful in securing employment or continuing their professional preparation in their chosen field.

With school, community, and clinical partners, the college’s nationally prominent teaching and research faculty offers opportunities for student practicum and field-based experiences in professional settings where effective policy and practice is created and then implemented.

Academic, research, and outreach service units provide integrated and cross-disciplinary learning experiences that help students acclimate...
to their professions, develop initial competence, acquire advanced proficiency, and become practicing professionals and scholars.

The College of Education is ranked by US News and World Report as one of the nation’s top colleges of education (14th nationally in the 2018 rankings). Its scholarship, teaching, and practical learning opportunities offer students a respectful and affirming climate, a culture of belonging, and an inclusive learning environment.

**Admission**

The College of Education follows university policy in its admission procedures as described in the Admissions and Graduate School sections of this catalog. Students who transfer from other institutions must meet university entrance requirements. Programs in the College of Education have additional requirements for admission and limits on the number of students admitted to the major or licensure programs. Prospective students are urged to check admission requirements for their desired programs. Some require field placements in community settings and require background checks as part of the admissions process.

**Financial Assistance**

**Scholarships**

Scholarships are available for undergraduate and graduate students. Application requirements and procedures may be requested from Andrea Olson, Office of the Dean; telephone 541-346-5943; e-mail coescholarships@uoregon.edu.

**Stipends and Fellowships**

Stipends and fellowships frequently are awarded to graduate students. Both forms of assistance may cover most of the cost of tuition and provide a monthly cash payment. Information on graduate employee positions is available on the college website.

Information about financial assistance is listed in the application materials for each major and on the College of Education’s website. Application deadlines should be followed to receive consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid and Scholarships, 260 Oregon Hall.

**Dismissal**

Some majors and specializations in the College of Education require field placements in community settings such as public schools, community preschools, mental health clinics, correctional institutions, and welfare programs. Many placements are with vulnerable groups such as young children, juvenile offenders, or individuals with disabilities or mental health, adjustment, or learning problems. During these placements students interact with professionals and often are recipients of confidential or sensitive information. Consequently, it is imperative that College of Education students adhere to high ethical and moral standards. The University of Oregon and each major in the College of Education has written ethical standards or a code of conduct for its students. In an instance where evidence exists that a student may have violated the university’s conduct code or a program’s written ethical standards or code of conduct, the student will immediately be removed from the field placement until the matter is resolved. A student found to be in violation may be terminated from the College of Education and not permitted to reenter.

**Academic Programs**

**Associate Dean**

130 HEDCO Education Building

The College of Education offers accredited bachelor’s, master’s, and doctoral degrees and professional-development programs. Often, in concert with an academic degree, majors offer programs leading to state licensure for employment in Oregon public schools. These licenses are conferred by the state Teacher Standards and Practices Commission (TSPC), the agency authorized by the Oregon Legislative Assembly to issue licenses for teaching, personnel service, or administration in public schools. The TSPC issues appropriate licenses to applicants upon the university’s recommendation that they have successfully completed the relevant licensure program. The State of Oregon has reciprocal administrative, teaching, and personnel service license agreements with most other states and Puerto Rico. Students who receive a license from the State of Oregon will most likely find the application process for a license in another state easier, especially if the licensing standards are similar. Information about licensure is available from the college’s student academic services.

The following list enumerates the degree, licensure, and endorsement programs offered by the College of Education. Information about a specific program may be found under the relevant area of concentration in this section of the catalog.

**Undergraduate Programs**

- Bachelor’s degree: communication disorders and sciences, educational foundations, family and human services
- Minor: special education
- Certificates: educational foundations—secondary, special education

**Graduate Programs**

- Master’s degree: communication disorders and sciences; counseling, family, and human services; couples and family therapy; prevention science; curriculum and teacher education; curriculum and teaching; educational leadership; school psychology; special education
- Doctoral degree: communication disorders and sciences, counseling psychology, prevention science, critical and sociocultural studies in education, educational leadership, school psychology, special education, special education: rehabilitation
- Specializations: quantitative research methods, Spanish language psychological service and research

**Licensure Preparation**

State of Oregon licensure: preliminary teaching license, preliminary administrator license, professional administrator license, preliminary school psychology license

**Endorsements**

Advanced mathematics, biology, chemistry—elementary multiple subjects, English for speakers of other languages, English language arts, integrated science, foundational English language arts, foundational mathematics, foundational science, foundational social studies, integrated science, music, physics, reading intervention, social studies, special education—early Intervention, special education—generalist (K–12), world language: Chinese, world language: French, world language: German, world language: Japanese, world language: Latin (currently not accepting students), world language: Russian (currently not accepting students), world language: Spanish
Research and Outreach Services

Leslie Leve, Associate Dean
541-346-9601
130 HEDCO Education Building
https://education.uoregon.edu/research

The nationally recognized research and outreach units of the College of Education provide a comprehensive, research-intensive environment for undergraduate, licensure, master's, and doctoral students. The research units foster fundamental and applied research that faculty members integrate into the college's curriculum. The outreach units offer schools and community agencies access to faculty research and expertise and provide field-based opportunities in which students learn to use research-based knowledge to improve the effectiveness of services, practices, and policies.

Behavioral Research and Teaching

Gerald Tindal and Julie Alonzo, Codirectors
541-346-3535
175 Lorry I. Lokey Education Building
www.brtprojects.org (http://www.brtprojects.org)

Behavioral Research and Teaching combines curriculum-based measurement with effective teaching practices to develop, study, and disseminate empirically based educational programs for students who are at risk of failure in school and in the community. Research and professional development activities and projects focus on (1) curriculum-based measurement and large-scale testing; (2) response-to-intervention methods in educating students with disabilities; (3) behavioral and instructional consultation; and (4) systems change and school reform. Opportunities for research and personnel preparation are available for graduate students.

Center for Educational Policy Research

David T. Conley, Director
https://education.uoregon.edu/rou/center-educational-policy-research

Staff members at the Center for Educational Policy Research help Oregon educators, district administrators, and policymakers promote a seamless transition for students as they move from Oregon high schools to Oregon institutions of higher education. The center develops policy tools and promotes strategies that help organizations understand complex issues, analyze trends, and nurture new policy ideas. The center also designs online tools with staff members at its sister center, the Educational Policy Improvement Center, to help Oregon institutions promote college and career readiness for Oregon students.

Behavioral Research and Teaching

Charles Martinez, Director
541-346-8904
1600 Millrace Drive, Suite 355
ceqp.uoregon.edu

The Center for Equity Promotion is dedicated to working with communities to better understand and support the positive development of children and families, particularly those who are underserved by education, health, and social service systems. The center focuses on populations with the greatest burden of health and education disparities related to adverse social and economic conditions. The center's research informs culturally specific prevention science, intervention, and policy efforts that build on community strengths.

Center for the Prevention of Abuse and Neglect

Jeff Todahl and Phyllis Barkhurst, Codirectors
541-346-0919
1244 Walnut Street
https://education.uoregon.edu/rou/center-prevention-abuse-and-neglect

The Center for the Prevention of Abuse and Neglect is a research and outreach unit designed to coordinate, facilitate, and measure a collective impact violence prevention initiative, with an emphasis on significant reduction in child abuse and neglect in Lane County, Oregon. The center applies public health concerns, prevention theory, and implementation science toward the development of strategies to attain community-level change.

The goals of the center include the following:

1. Develop, implement, and evaluate a place-based, community-generated theory of change for child abuse and neglect
2. Develop and implement a countywide, population-level measurement protocol for child-abuse prevention and a statewide measurement system for the prevalence of child abuse
3. Provide technical assistance expertise and training on child-abuse prevention for other communities in the United States
4. Provide research and evaluation services to private foundations and units of government to test the efficacy of statewide prevention strategies

Center on Human Development

University Center for Excellence in Developmental Disabilities

Christopher Murray, Director
541-346-3591
901 E. 18th Ave.
www.uocedd.org (https://education.uoregon.edu/rou/center-prevention-abuse-and-neglect)

The center assists in improving the quality of life for persons with developmental disabilities and their families. The Center on Human Development is home to the University Center for Excellence in Developmental Disabilities, part of a national network of 67 university-based centers that share a vision for a nation in which all Americans, including those with disabilities, participate fully in their communities. The center's scientists and staff members engage in research, teaching, and outreach designed to improve the lives of individuals with disabilities, their families, and their communities.

Center on Teaching and Learning

See the Research Centers and Institutes (p. 904) section of this catalog.

Early Childhood Coordination Agency for Referrals, Evaluations, and Services

Judy Newman and Valerie Taylor Close, Codirectors
541-346-2578
299 E. 18th Ave.
Early Childhood Coordination Agency for Referrals, Evaluations, and Services (Early Childhood CARES) provides early intervention and early childhood special education services to eligible, birth-to-five-year-old children in Lane County. These services may include a combination of specially designed instruction in community or specialized preschools, parent education, speech therapy, physical and occupational therapy, vision and hearing services, and consultation for autism or challenging behaviors. Practicum opportunities are available for undergraduate and graduate students who are interested in working with young children, in preschools and parent-toddler programs.

**Early Intervention Program**

Jane Squires, Director  
541-346-0807  
139 Clinical Services Building  
eip.uoregon.edu

Faculty members, training research efforts, and products of the Early Intervention Program have had a major impact on the fields of early intervention, early childhood special education, and early childhood education. The program’s goal is to expand and improve educational and therapeutic services for infants and young children who are at risk and disabled and for their families. Underlying this purpose is the assumption that improving and expanding services that help children become independent and productive benefits not only the individual but society as a whole.

**Educational and Community Supports**

Kent McIntosh, Director  
541-346-2340  
141 Lokey Education Building  
https://ecs.uoregon.edu

Educational and Community Supports was established in 1972 as a research unit within the College of Education. Its purpose is to develop, validate, and implement practices that result in positive, durable, measurable change in the lives of individuals with disabilities and their families. Federal- and state-funded projects within the unit support research, teaching, information systems, and state-level technical assistance. Positive behavior support, secondary education and transition, adult services, and systems change are areas of content focus.

**Institute on Violence and Destructive Behavior**

Jeffrey R. Sprague, Director  
541-346-3592  
Clinical Services Building, Third Floor  
ivdb.uoregon.edu

The mission of the Institute on Violence and Destructive Behavior is to help schools and social service agencies address violence and destructive behavior in schools and beyond their boundaries. The goal is to ensure safety and facilitate the academic achievement and healthy social development of children and youth. Faculty members conduct original research, provide staff training, disseminate knowledge and best practices, and integrate research findings into College of Education academic courses. They also consult with agencies concerned with public safety and youth violence prevention.

The institute has developed evidence-based assessment tools and interventions to address factors associated with violence, dropout frequency, and delinquency, tools used by professionals in schools, mental health facilities, and correctional settings. The institute was approved as a center of excellence by the Oregon State Board of Higher Education in 1995 and receives support for its activities through competitively awarded federal grants.

**IntoCareers**

Curtis Fuhriman, Director  
541-346-2374  
99 W 10th Ave., Suite 399  
tocareers.or (http://intocareers.org)  
(https://intocareers.org)

IntoCareers develops and supports the Career Information System, which provides content, multimedia, curriculum, and Internet applications that assist people in making informed career choices. IntoCareers licenses its products to state entities such as education agencies, offices of postsecondary education, and departments of labor. These entities create localized versions of the Career Information System to support career development programs in their respective states.

**Oregon Career Information System**

Laura McCoid, Director  
541-346-3872 or 800-495-1266  
Baker Downtown Center  
328 East Broadway  
oregoncis.uoregon.edu

The Oregon Career Information System, a state-based resource, helps Oregonians make career decisions and successful transitions throughout their lives. Established in 1971, it was the first state-based career information delivery system in the nation. Administered by the College of Education, the Oregon Career Information System is a self-supporting, fee-based consortium. It uses the Internet to present comprehensive information about occupations and industries, postsecondary programs and schools, and financial aid, connecting career options to the paths for reaching them. Its software and materials are used in schools, colleges, work-force agencies, and private businesses to support the career development of their students, clients, and employees. The staff provides field leadership and training to professionals involved in career development programs and services. Work-study positions and internships are available for undergraduate and graduate students.

**Secondary Special Education and Transition Program**

Deanne Unruh, Director  
541-346-3585  
201 Clinical Services Building  
https://education.uoregon.edu/rou/secondary-special-education-and-transition-program

Secondary Special Education and Transition is a multidisciplinary research unit dedicated to developing further scientific understanding of adolescents and young adults with disabilities and other high-risk behaviors. Faculty members conduct research, technical assistance, and outreach activities to develop and implement research-based transition services that assist young people in developing the knowledge and skills to succeed in fulfilling their desired adult roles, including meaningful employment, completion of postsecondary education or training programs, and living independently in the community. Research
is conducted in collaboration with state departments of education, schools, service agencies, parents, and youth.

Facilities, Organizations, and Services

HEDCO Clinic

Lalla Pudewell, Clinic Manager
541-346-0923
170 HEDCO Education Building
1655 Alder Street
https://education.uoregon.edu/admin-unit/hedco-clinic

The HEDCO Clinic is a multidisciplinary training clinic within the College of Education, staffed by a team of faculty scientists, therapists, and psychologists who provide comprehensive, research-based services in the areas of autism, speech-language-hearing, cognitive and language abilities after brain injury, mental health counseling, and academics and teaching. It offers clients state-of-the-art services that faculty researchers and clinicians have developed, providing students with opportunities to apply evidence-based interventions with intensive instruction and supervision in an integrated health-care setting.

Learning Commons

Ken Loge, Coordinator
541-346-7616
110 HEDCO Education Building
https://education.uoregon.edu/admin-unit/learning-commons

The Learning Commons is designed for student collaboration and study, providing centralized technology support and services for members of the faculty and staff. Facilities include color and black-and-white printing, document scanning, wall-mounted displays for connecting personal laptops, and study spaces that may be reserved for private or small-group use. Two study rooms can be reserved for groups of as many as ten, with four smaller study rooms that can serve two to three or be used simply for individual study. The main space has a variety of seating for groups or individuals, with a total seating capacity of seventy. Laptops can be connected to five large, wall-mounted flat panel displays for group project work. Thirty desktop computers with Macintosh and Windows operating systems include a variety of software, and the area includes high-speed wireless connectivity. Laptops and adapters can be checked out at the front desk for use in the Learning Commons or in College of Education classes. Both black-and-white and color printing is available using campus cash, and documents can be scanned at no cost using the scanning workstation. Student staff members provide technology help for students when needed.

Student Academic Services

Associate Dean
130 HEDCO Education Building

Student Academic Services offers academic advising and tutoring referrals; information on degree and licensure requirements, academic programs, and university policies and procedures; and information on resources available to students. In addition, Student Academic Services maintains student records and collaborates with educator licensing and accreditation entities at state and federal levels to ensure the College of Education is in compliance with policies and procedures that permit students to receive the appropriate degree and license.

Courses

EDUC 199. Special Studies: [Topic]. 1-5 Credits. Repeatable. Recent topics include Exploring Careers in Education.
EDUC 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.
EDUC 406. Special Problems: [Topic]. 1-16 Credits. Repeatable. Recent topics include Peer Advising Experience.
EDUC 407. Seminar: [Topic]. 1-5 Credits. Repeatable.
EDUC 408. Workshop: [Topic]. 1-18 Credits. Repeatable.
EDUC 410. Experimental Course: [Topic]. 1-5 Credits. Repeatable.
EDUC 507. Seminar: [Topic]. 1-5 Credits. Repeatable.
EDUC 508. Workshop: [Topic]. 1-18 Credits. Repeatable.
EDUC 510. Experimental Course: [Topic]. 1-5 Credits. Repeatable.
EDUC 602. Supervised College Teaching. 1-5 Credits. (R)
EDUC 606. Special Problems: [Topic]. 1-16 Credits. Repeatable.
EDUC 607. Seminar: [Topic]. 1-5 Credits. Repeatable. Recent topics include Advanced Professional Practices.
EDUC 609. Practicum: [Topic]. 1-16 Credits. Repeatable.
EDUC 610. Experimental Course: [Topic]. 1-5 Credits. Repeatable.
EDUC 611. Survey of Educational Research Methods. 3 Credits. Survey of qualitative, quantitative, and single-subject research methods. Students develop competence in using published research to inform decision-making in various settings.
EDUC 612. Social Science Research Design. 4 Credits. Overview of qualitative, quantitative, and single-subject research methods. Emphasis on introducing students to considerations, issues, and techniques of social science research design.
EDUC 620. Program Evaluation I. 4 Credits. Focuses on small-scale evaluations, particularly in the field of education and human services. Students plan and design an evaluation. Prereq: EDUC 640.
EDUC 621. Program Evaluation II. 3-6 Credits. Implementation and completion of the evaluation design defined in Program Evaluation I. Prereq: EDUC 620.
EDUC 630. Qualitative Methodology I: Interpretivist Inquiry. 4 Credits.
Examines the history of qualitative research in the study of human experience, emphasizing interpretive approaches to qualitative research that retain the regulative ideal of objectivity.

EDUC 632. Qualitative Methodology II: Postcritical Inquiry. 4 Credits.
Explores the epistemic limits of representing human experience, and the political and ethical implications for researchers beginning with Marx. Pre- or coreq: EDUC 630.

EDUC 634. Qualitative Methodology III: Posthumanist Inquiry. 4 Credits.
Examines theoretical influences on qualitative research beginning with those associated with the linguistic turn, then critiquing the linguistic turn, and ending with the ontological turn. Pre- or coreq: EDUC 630, EDUC 632.

EDUC 636. Advanced Qualitative Methodology: New Materialisms. 4 Credits.
Examines contemporary theoretical explorations prompted by “the new materialisms” and how questions of ontology and materiality produce considerations of agency, data, subjectivity, voice, and analysis. Pre- or coreq: EDUC 630, EDUC 632, EDUC 634

EDUC 640. Applied Statistical Design and Analysis. 4 Credits.
Factor analysis of variance, planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs. Prereq: EDUC 614.

EDUC 642. Multiple Regression in Educational Research. 4 Credits.
Application and use of multiple regression in educational research. Topics include bivariate regression, multiple regression with continuous and categorical independent variables. Prereq: EDUC 640.

EDUC 644. Applied Multivariate Statistics. 4 Credits.
Advanced statistical techniques including covariance analyses, discriminant function analysis, multivariate analysis of variance, principal components analysis, exploratory factor analysis. Prereq: EDUC 640.

EDUC 646. Advanced Research Design. 4 Credits.
Provides a deeper understanding of educational research with an emphasis on principles of research designs and their use in applied research. Offered alternate years. Prereq: EDUC 640.

EDUC 650. Single-Subject Research Methods I. 4 Credits.
Basic single-subject design strategies and general procedures as well as issues related to conducting and analyzing single-subject research in applied settings. Prereq: EDUC 641.

EDUC 652. Single-Subject Research Methods II. 4 Credits.
Critical evaluation of single-subject and group-analysis research designs; elaboration on critical topics in single-subject methodology. Prereq: EDUC 650.

EDUC 654. Advanced Applied Behavior Analysis. 4 Credits.
Doctoral-level seminar designed to provide skills, practice, and knowledge in advanced methods and theory of applied behavior analysis. Prereq: EDUC 652.

EDUC 656. Advanced Analysis of Single-Case Research. 3 Credits.
Focuses on application of statistical and meta-analytic strategies for analyzing single-case research. Sequence with EDUC 650, 652, 654. Offered alternate years. Prereq: EDUC 650. One course in structural equation modeling or hierarchical linear modeling is recommended preparation.


Surendra Subramani, senior instructor (multicultural education and cross-cultural training, leadership and management, sociology of comparative education); diversity coordinator. BS, 1986, Oregon; MBA, 1993, Oregon State; PhD, 2000, Oregon. (2004)


**Courtesy**


Philip A. Fisher, professor. See Psychology.


**Emeriti**

Henry F. Dizney, professor emeritus. BS, 1954, Southeast Missouri State; MEd, 1955, Wayne State; PhD, 1959, Iowa. (1967)


Weston H. Morrill, professor emeritus. BS, 1960, MS, 1961, Brigham Young; PhD, 1966, Missouri, Columbia. (1990)

Janet Moursund, associate professor emerita. BA, 1958, Knox; MS, 1961, PhD, 1963, Wisconsin, Madison. (1967)

Anita Runyan, associate professor emerita. BS, 1956, Pacific Union; MS, 1968, PhD, 1972, Oregon. (1972)

Saul Toobert, professor emeritus. BA, 1947, California, Berkeley; PhD, 1965, Oregon. (1983)

*The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.*

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Education

**Undergraduate Studies**

**Family and Human Services**

Jessica Cronce, Major Director
340 HEDCO Education Building
541-346-2519

The family and human services major leads to a bachelor of arts (BA), bachelor of science (BS), or bachelor of education (BEd) degree. It is designed for students who want to help children, youth, adults, and families learn effective ways to meet the challenges in their lives. Participants gain a broad understanding of learning and development, intervention, professional communication, prevention, and agency policy and practices through a combination of course work and field experiences in human service agencies, preparing students to assume a variety of professional roles serving individuals and families in community, school, and other settings.

**Careers**

Graduates find work as entry-level professionals in a variety of community services and governmental agencies, and many pursue graduate work in disciplines such as counseling psychology, marriage and family therapy, prevention science, education, special education, early intervention, agency management and leadership, social work, human development, and family studies.

**Application Deadline**

Students must formally apply to enter the family and human services major and are admitted on a competitive basis. Specific information about the admission deadline may be found on the College of Education website (https://education.uoregon.edu/family-and-human-services/admissions-0).

**Admission Requirements**

At the time of application, students must have

1. Completed 50–55 credits, with a cumulative GPA of 2.50
2. Demonstrated satisfactory progress toward completion of the university writing requirement and at least 8 credits in each of the general-education groups: arts and letters, social science, and science.

3. Demonstrated competence in family and human services premajor core courses.

4. Demonstrated experience (paid, volunteer, or credit) with children, youth, adults, and/or families.

Those conditionally accepted into the major will be required to pass an FBI background check and meet other stated requirements in order to be fully admitted into the program. Most students begin the program the fall of their junior year of college.

### Premajor Core

Completion of all premajor core courses is a prerequisite for admission to the major. These core courses present various theories of community service, education, and societal issues relevant to developing professionals in the human services. Through core courses, students develop strategies for working with people based on research and practice, and learn how to use evaluation information to meet the needs of clients.

### Professional Studies

Professional studies courses provide the foundational knowledge and skills necessary to practice as an entry-level human services professional. Topics include ethics, professional writing, research methods, public health, agency administration, and individual, group, and community prevention and intervention strategies and related helping skills, including case management.

### Field Experiences

Students participate in supervised activities in public and private human services agencies and organizations. Typically, students gain field experience at three different agencies in junior year and have two or three terms of field experience at the same agency in senior year. A capstone project is completed in connection with field experience in the senior year.

### Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 213</td>
<td>Issues for Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>FHS 215</td>
<td>Exploring Family and Human Services</td>
<td>4</td>
</tr>
<tr>
<td>FHS 216</td>
<td>Diversity in Human Services</td>
<td>4</td>
</tr>
</tbody>
</table>

### Professional Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 328</td>
<td>Human Development in the Family Context</td>
<td>4</td>
</tr>
<tr>
<td>FHS 330</td>
<td>Individual Interventions in Ecological Contexts</td>
<td>4</td>
</tr>
<tr>
<td>FHS 331</td>
<td>Group and Community Interventions</td>
<td>3</td>
</tr>
<tr>
<td>FHS 420</td>
<td>Research in Human Services</td>
<td>4</td>
</tr>
<tr>
<td>FHS 491</td>
<td>Junior Professional Practices and Issues I</td>
<td>3</td>
</tr>
<tr>
<td>FHS 492</td>
<td>Junior Professional Practices and Issues II</td>
<td>3</td>
</tr>
<tr>
<td>FHS 493</td>
<td>Junior Professional Practices and Issues III</td>
<td>3</td>
</tr>
<tr>
<td>FHS 494</td>
<td>Senior Professional Practices and Issues</td>
<td>3</td>
</tr>
<tr>
<td>FHS 495</td>
<td>Senior Professional Practices and Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 406</td>
<td>Special Problems: [Topic] (Beginning Field Studies I,II,III)</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 407</td>
<td>Seminar: [Topic] (Junior-Senior Supervision Issues)</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 496</td>
<td>Senior Project Proposal</td>
<td>1</td>
</tr>
<tr>
<td>FHS 497</td>
<td>Senior Project</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>67-69</td>
</tr>
</tbody>
</table>

1. Students may take two 4-credit elective courses, three 3-credit elective courses, or any combination leading to a minimum of 8 credits.

2. Students must choose at least one elective course that explicitly addresses the subject of equity and diversity, a course whose purpose is to increase awareness of aspects of human diversity, equity, and social justice that are relevant to work in the human services. In addition, students must choose at least one elective course from one of the following three categories:

   1. Research. Courses in this category must provide training in research methodology, statistics, grant writing, or application of these skills to advance work in the human services.
   2. Prevention and intervention. Courses in this category must address approaches to prevention and intervention relevant to careers in the human services or behaviors that are the focus of prevention and intervention in this context.
   3. Organization and public policy. Courses in this category must address organizational structures or public policy processes relevant to work in the human services.

A list of courses offered by the university that meet the definitions above will be prepared each year and made available to students.

3. Students are required to enroll in Seminar: [Topic] (FHS 407) for each term enrolled in Special Problems: [Topic] (FHS 406). A minimum of 5 credits are required to graduate.

### Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 213</td>
<td>Issues for Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>FHS 215</td>
<td>Exploring Family and Human Services</td>
<td>4</td>
</tr>
<tr>
<td>FHS 216</td>
<td>Diversity in Human Services</td>
<td>4</td>
</tr>
</tbody>
</table>

### Professional Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 328</td>
<td>Human Development in the Family Context</td>
<td>4</td>
</tr>
<tr>
<td>FHS 330</td>
<td>Individual Interventions in Ecological Contexts</td>
<td>4</td>
</tr>
<tr>
<td>FHS 331</td>
<td>Group and Community Interventions</td>
<td>3</td>
</tr>
<tr>
<td>FHS 420</td>
<td>Research in Human Services</td>
<td>4</td>
</tr>
<tr>
<td>FHS 491</td>
<td>Junior Professional Practices and Issues I</td>
<td>3</td>
</tr>
<tr>
<td>FHS 492</td>
<td>Junior Professional Practices and Issues II</td>
<td>3</td>
</tr>
<tr>
<td>FHS 493</td>
<td>Junior Professional Practices and Issues III</td>
<td>3</td>
</tr>
<tr>
<td>FHS 494</td>
<td>Senior Professional Practices and Issues</td>
<td>3</td>
</tr>
<tr>
<td>FHS 495</td>
<td>Senior Professional Practices and Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 406</td>
<td>Special Problems: [Topic] (Beginning Field Studies I,II,III)</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 407</td>
<td>Seminar: [Topic] (Junior-Senior Supervision Issues)</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 496</td>
<td>Senior Project Proposal</td>
<td>1</td>
</tr>
<tr>
<td>FHS 497</td>
<td>Senior Project</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>67-69</td>
</tr>
</tbody>
</table>

1. Students may take two 4-credit elective courses, three 3-credit elective courses, or any combination leading to a minimum of 8 credits.

2. Students must choose at least one elective course that explicitly addresses the subject of equity and diversity, a course whose purpose is to increase awareness of aspects of human diversity, equity, and social justice that are relevant to work in the human services. In addition, students must choose at least one elective course from one of the following three categories:

   1. Research. Courses in this category must provide training in research methodology, statistics, grant writing, or application of these skills to advance work in the human services.
   2. Prevention and intervention. Courses in this category must address approaches to prevention and intervention relevant to careers in the human services or behaviors that are the focus of prevention and intervention in this context.
   3. Organization and public policy. Courses in this category must address organizational structures or public policy processes relevant to work in the human services.

A list of courses offered by the university that meet the definitions above will be prepared each year and made available to students.

3. Students are required to enroll in Seminar: [Topic] (FHS 407) for each term enrolled in Special Problems: [Topic] (FHS 406). A minimum of 5 credits are required to graduate.
Bachelor of Education Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 213</td>
<td>Issues for Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>FHS 215</td>
<td>Exploring Family and Human Services</td>
<td>4</td>
</tr>
<tr>
<td>FHS 216</td>
<td>Diversity in Human Services</td>
<td>4</td>
</tr>
<tr>
<td>FHS 328</td>
<td>Human Development in the Family Context</td>
<td>4</td>
</tr>
<tr>
<td>FHS 330</td>
<td>Individual Interventions in Ecological Contexts</td>
<td>4</td>
</tr>
<tr>
<td>FHS 331</td>
<td>Group and Community Interventions</td>
<td>3</td>
</tr>
<tr>
<td>FHS 420</td>
<td>Research in Human Services</td>
<td>4</td>
</tr>
<tr>
<td>FHS 491</td>
<td>Junior Professional Practices and Issues I</td>
<td>3</td>
</tr>
<tr>
<td>FHS 492</td>
<td>Junior Professional Practices and Issues II</td>
<td>3</td>
</tr>
<tr>
<td>FHS 493</td>
<td>Junior Professional Practices and Issues III</td>
<td>3</td>
</tr>
<tr>
<td>FHS 494</td>
<td>Senior Professional Practices and Issues</td>
<td>3</td>
</tr>
<tr>
<td>FHS 495</td>
<td>Senior Professional Practices and Issues</td>
<td>3</td>
</tr>
<tr>
<td>FHS 407</td>
<td>Senior Project Proposal</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 5-6

Field Experiences

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 406</td>
<td>Special Problems: [Topic] (Beginning Field Studies I,II,III)</td>
<td>6</td>
</tr>
<tr>
<td>FHS 406</td>
<td>Special Problems: [Topic] (Advanced Field Studies I,II)</td>
<td>6</td>
</tr>
<tr>
<td>FHS 407</td>
<td>Seminar: [Topic] (Junior-Senior Supervision Issues) 3</td>
<td>5-6</td>
</tr>
<tr>
<td>FHS 496</td>
<td>Senior Project Proposal</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 67-69

1 Students may take two 4-credit elective courses, three 3-credit elective courses, or any combination leading to a minimum of 8 credits.

2 Students must choose at least one elective course that explicitly addresses the subject of equity and diversity, a course whose purpose is to increase awareness of aspects of human diversity, equity, and social justice that are relevant to work in the human services. In addition, students must choose at least one elective course from one of the following three categories:

1. Research. Courses in this category must provide training in research methodology, statistics, grant writing, or application of these skills to advance work in the human services.

2. Prevention and intervention. Courses in this category must address approaches to prevention and intervention relevant to careers in the human services or behaviors that are the focus of prevention and intervention in this context.

3. Organization and public policy. Courses in this category must address organizational structures or public policy processes relevant to work in the human services.

A list of courses offered by the university that meet the definitions above will be prepared each year and made available to students.

3 Students are required to enroll in Seminar: [Topic] (FHS 407) for each term enrolled in Special Problems: [Topic] (FHS 406). A minimum of 5 credits are required to graduate.

Family and Human Services—Early Childhood Emphasis

Lillian Duran, Program Director
340 HEDCO Education Building
541-346-2502

The early childhood emphasis of the family and human services major is a 60-credit, roughly two-year bachelor's degree program that satisfies the federal requirements for teaching in a Head Start program with a mix of human services and early childhood courses. In addition, it qualifies the graduate to pursue a wide variety of related career paths such as early childhood teacher, family advocate, case worker, or other careers in human services. It also prepares the student to pursue an advanced degree, such as a master's degree in social work or early intervention—special education.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

In addition to required course work, those working toward all degrees listed below must participate in work or volunteer experiences related to human services and maintain a cumulative grade point average (GPA) of 2.50 or better.
# Bachelor of Arts in Family and Human Services

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td>Must earn a grade of P or C− or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FHS 213 or FHS 215 or FHS 216</td>
<td>Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second term of first-year second-language sequence</td>
<td>Must earn a grade of P or C− or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FHS 213 or FHS 215 or FHS 216</td>
<td>Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third term of first-year second-language sequence</td>
<td>Must earn a grade of P or C− or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FHS 213 or FHS 215 or FHS 216</td>
<td>Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>Must earn a grade of P or C− or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>Must earn a grade of P or C− or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Prepare application for admission to the family and human services major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td>Must earn a grade of P or C− or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Complete all specified family and human services major admission requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Science in Family and Human Services

#### Course Title Credits Milestones

**First Year**

**Fall**
- WR 121 College Composition I 4

- FHS 213 Issues for Children and Families 4
  or FHS 215 Exploring Family and Human Services 4
  or FHS 216 Diversity in Human Services 4

**Winter**
- FHS 218 2
- FHS 219 2
- FHS 220 4

**Spring**
- FHS 221 2
- FHS 222 2
- FHS 223 1

**Second Year**

**Fall**
- FHS 328 Human Development in the Family Context 4
- FHS 330 Individual Interventions in Ecological Contexts 4
- FHS 406 Special Problems: [Topic] 2
- FHS 407 Seminar: [Topic] 1

**Winter**
- FHS 331 Group and Community Interventions 3
- FHS 406 Special Problems: [Topic] 2
- FHS 407 Seminar: [Topic] 1
- FHS 420 Research in Human Services 4

**Spring**
- FHS 491 Professional Practices and Issues I 3
- FHS 492 Professional Practices and Issues II 3
- FHS 493 Professional Practices and Issues III 3

**Third Year**

**Fall**
- FHS 328 Human Development in the Family Context 4
- FHS 330 Individual Interventions in Ecological Contexts 4
- FHS 406 Special Problems: [Topic] 2
- FHS 407 Seminar: [Topic] 1

**Winter**
- FHS 331 Group and Community Interventions 3
- FHS 406 Special Problems: [Topic] 2
- FHS 407 Seminar: [Topic] 1
- FHS 491 Professional Practices and Issues I 3

**Spring**
- FHS 492 Professional Practices and Issues II 3
- FHS 493 Professional Practices and Issues III 3

**Fourth Year**

**Fall**
- FHS 406 Special Problems: [Topic] 2
- FHS 407 Seminar: [Topic] 1
- FHS 496 Senior Project Proposal 1
- Upper-division elective courses 8

**Winter**
- FHS 406 Special Problems: [Topic] 2
- FHS 407 Seminar: [Topic] 1
- FHS 495 Professional Practices and Issues 3
- Elective courses 8

**Spring**
- FHS 406 Special Problems: [Topic] 2
- FHS 407 Seminar: [Topic] 1
- FHS 497 Senior Project 2

**Total Credits** 42

- General-education course in arts and letters 4
- Elective course 4

**Total Credits** 16
### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FHS 213 or FHS 215 or FHS 216</td>
<td>Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services</td>
<td>4</td>
<td>Must be taken graded and must earn a C– or better</td>
</tr>
<tr>
<td>General-education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 213 or FHS 215 or FHS 216</td>
<td>Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services</td>
<td>4</td>
<td>Must be taken graded and must earn a C– or better</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Course Title Credits Milestones

#### Third Year

##### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td>Must earn a grade of P or C– or better</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

##### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 328</td>
<td>Human Development in the Family Context</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FHS 330</td>
<td>Individual Interventions in Ecological Contexts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FHS 406</td>
<td>Special Problems: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FHS 407</td>
<td>Seminar: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FHS 491</td>
<td>Junior Professional Practices and Issues I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>

##### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 331</td>
<td>Group and Community Interventions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FHS 406</td>
<td>Special Problems: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FHS 407</td>
<td>Seminar: [Topic]</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Total Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Education in Family and Human Services

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 420 Research in Human Services</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FHS 492 Junior Professional Practices and Issues II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 406</td>
<td>Special Problems: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FHS 407</td>
<td>Seminar: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FHS 493 or FHS 494</td>
<td>Junior Professional Practices and Issues III or Senior Professional Practices and Issues</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Elective courses**

<table>
<thead>
<tr>
<th>Credits</th>
<th>14</th>
</tr>
</thead>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
<th>41</th>
</tr>
</thead>
</table>

**First Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FHS 213 or FHS 215 or FHS 216</td>
<td>Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 122 or WR 123</td>
<td>College Composition II or College Composition III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FHS 213 or FHS 215 or FHS 216</td>
<td>Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fourth Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 406</td>
<td>Special Problems: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FHS 407</td>
<td>Seminar: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FHS 495</td>
<td>Senior Project Proposal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural course in American cultures or international cultures</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 406</td>
<td>Special Problems: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FHS 407</td>
<td>Seminar: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FHS 497</td>
<td>Senior Project</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits**

<table>
<thead>
<tr>
<th>Credits</th>
<th>14</th>
</tr>
</thead>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
<th>43</th>
</tr>
</thead>
</table>
Counseling Psychology and Human Services

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in social science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare application for admission to the family and human services major</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit application for admission to the family and human services major</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FHS 328 Human Development in the Family Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FHS 330 Individual Interventions in Ecological Contexts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FHS 406 Special Problems: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FHS 407 Seminar: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FHS 491 Senior Professional Practices and Issues I</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FHS 406 Special Problems: [Topic]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FHS 407 Seminar: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FHS 495 Senior Professional Practices and Issues II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FHS 496 Senior Professional Practices and Issues III</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>41</td>
<td></td>
</tr>
</tbody>
</table>
Complete application for graduation on DuckWeb

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
</tbody>
</table>

- FHS 406 Special Problems: [Topic] 2
- FHS 407 Seminar: [Topic] 1
- FHS 497 Senior Project 2
- Upper-division elective courses 8

**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
</tr>
</tbody>
</table>

- Master of Arts
- Master of Science
- Master of Education
- Doctor of Philosophy in Counseling Psychology
- Doctor of Philosophy in Prevention Science

**Graduate Studies**

The department offers master’s degrees with majors in counseling, family, and human services or prevention science. The department also offers doctoral degrees with majors in counseling psychology or prevention science. The department’s faculty also provides courses for other College of Education and university programs.

**Master's Degrees in Counseling, Family, and Human Services**

The counseling, family, and human services major leads to a master of arts (MA), master of science (MS), or master of education (MEd) degree.

**Master of Arts Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychological foundations</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Research competencies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Practitioner competencies</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Professional competencies</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Elective courses and seminars</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
</tr>
</tbody>
</table>

**Additional Requirement**

The candidate must demonstrate proficiency in a second language.

**Master of Science Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychological foundations</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Research competencies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Practitioner competencies</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Professional competencies</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Elective courses and seminars</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
</tr>
</tbody>
</table>

The MA and MS degrees are earned by enrolled doctoral candidates who meet the requirements as they complete a PhD degree. Some graduate courses taken at another accredited institution may be applied to the requirements.

**Master of Education Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychological foundations</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Research competencies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Practitioner competencies</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Professional competencies</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Elective courses and seminars</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
</tr>
</tbody>
</table>

**Master’s Degrees in Prevention Science**

Atika Khurana, Program Director
369 HEDCO Education Building
541-346-5540

The prevention science major leads to a master of science (MS) or master of education (MEd) degree.

**Program objectives include**

- instruction in a generation of research-based knowledge focused on increasing the understanding of risk and protective factors and processes related to the prevention of problems in human populations
- the translation of basic research findings into effective programs and policies that positively affect the development and well-being of children, youth, adults, families, and their communities
- the development of successful partnerships with community, county, state, and national organizations to disseminate effective programs into routine practice in a variety of settings

A successful graduate of the program should be able to

- describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based interventions), and implementation practices related to prevention science programs and policies for diverse populations
- understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination, self-evaluation, and rigorous ethical practice
- show a commitment to multicultural competence, social justice, and enhancing human welfare in their scholarly work and practice related to prevention science
- display professionalism in their relationships with faculty, staff, peers, and community partners in a variety of settings

The course work lays a solid foundation for students interested in careers in academia or local, state, or national prevention and public health agencies.

**Application and Admission**

Students are admitted to start fall term only. Prospective applicants may find detailed admission policies and procedures on the UO prevention science website (https://education.uoregon.edu/program/prevention-science). The closing date for receipt of completed applications is posted on the website for entry the following fall term.

Applicants are evaluated on the following:

1. Academic record
2. Graduate Record Examinations (GRE) general test scores
3. Related research and work experiences
4. A statement of purpose in seeking admission
5. Letters of recommendation
6. An interview

Only completed applications are reviewed. Applicants must gather the requested supporting papers and submit them with the application forms as one package. Graduate training includes completion of a research paper.

**Master of Science**

The two-year MS degree in prevention science is intended for students who have completed a bachelor’s degree in a prevention science–related discipline or have human development, psychology, education, or prevention science experience, and an interest in advanced training in statistics/methodology and research beyond what is offered in the one-year MEd program. Students applying to the MS are likely to have clearly defined academic goals and seek more in-depth scientific and methodological training in prevention science and program evaluation. This masters’ degree option provides greater opportunities for students to develop long-term collaborations in research centers and with faculty members in the College of Education, but does not require the commitment involved in completing the PhD.

**Requirements**

- Seven courses in psychological foundations: 22 credits
- Five courses in research methods and statistics: 20 credits
- Research courses: 14 credits
- Elective courses: 9 credits
- **Total Credits**: 65

**Master of Education**

The one-year MEd degree in prevention science is primarily intended for:

- students who have completed a bachelor’s degree in a prevention science–related discipline or have human development, psychology, education, or prevention science experience, who are currently working in the profession, and wish to enhance their education to improve their career opportunities in the field
- students who wish to refocus their education from a nonscience or noneducation bachelor’s background, such as a humanities undergraduate degree, to gain training and skill development relevant to prevention science, program evaluation, and research in the human services professions for future career or academic study interests
- students who are considering pursuing doctoral study or additional applied master’s training and wish to improve their content knowledge and research skills to make themselves more competitive for other, more advanced graduate programs

**Requirements**

- Four courses in psychological foundations: 12 credits
- Three courses in research methods and statistics: 12 credits
- Elective courses: 15 credits
- **Total Credits**: 45

**Couples and Family Therapy**

Deanna Linville-Knobelspiesse, Program Director
240 HEDCO Education Building
541-346-0921

This two-year program trains students as professional family therapists in preparation for state licensure. This intensive training combines a strong theoretical base in systemic therapy with applied clinical experience. The clinical practicum includes 500 client contact hours with 200 hours in relational systems (50 percent with couples or families) and 80 hours of individual and group supervision. Supervision at the Center for Family Therapy involves live observation, participation in reflecting teams, and video- and audiotaped sessions. In addition, students see clients at community agencies, clinics, and therapist practices. The Couples and Family Therapy Program is one of two programs in Oregon to be accredited by the Commission on Accreditation for Marriage and Family Therapy Education and approved by the Oregon Board of Licensed Professional Counselors and Therapists. Students of the program also have the option to complete a research project and formal thesis in addition to the standard program of courses.

**Application and Admission**

Detailed admission policies and procedures for the couples and family therapy specialization are available on the couples and family therapy website. Students are admitted fall term only. Completed applications must be received by the deadline published on the website for the following fall term. Only completed applications are reviewed for admission. Applicants are evaluated on:

1. quality of work
2. Graduate Record Examinations (GRE) or Millers Analogies Test (MAT) scores
3. related work, background, or experience
4. résumé with statement of purpose
5. diversity essay response
6. three letters of recommendation
7. an interview.

Notices about disposition of applications are mailed by April 15.

Applicants must pass a criminal background check before they may enroll.

**Theoretical foundations**: 19 credits
**Individual and family development**: 25 credits
**Research competencies**: 4 credits
**Professional ethics**: 4 credits
**Clinical practice**: 28 credits
**Additional courses**: 10 credits

**Total Credits**: 90

**Doctoral Degree in Counseling Psychology**

Benedict T. McWhirter, Program Director
240 HEDCO Education Building
541-346-2443

This three-year program trains students as professional family therapists in preparation for state licensure. The intensive training combines a strong theoretical base in systemic therapy with applied clinical experience. The clinical practicum includes 500 client contact hours with 200 hours in relational systems (50 percent with couples or families) and 80 hours of individual and group supervision. Supervision at the Center for Family Therapy involves live observation, participation in reflecting teams, and video- and audiotaped sessions. In addition, students see clients at community agencies, clinics, and therapist practices. The Couples and Family Therapy Program is one of two programs in Oregon to be accredited by the Commission on Accreditation for Marriage and Family Therapy Education and approved by the Oregon Board of Licensed Professional Counselors and Therapists. Students of the program also have the option to complete a research project and formal thesis in addition to the standard program of courses.

**Application and Admission**

Detailed admission policies and procedures for the couples and family therapy specialization are available on the couples and family therapy website. Students are admitted fall term only. Completed applications must be received by the deadline published on the website for the following fall term. Only completed applications are reviewed for admission. Applicants are evaluated on:

1. quality of work
2. Graduate Record Examinations (GRE) or Millers Analogies Test (MAT) scores
3. related work, background, or experience
4. résumé with statement of purpose
5. diversity essay response
6. three letters of recommendation
7. an interview.

Notices about disposition of applications are mailed by April 15.

Applicants must pass a criminal background check before they may enroll.

**Theoretical foundations**: 19 credits
**Individual and family development**: 25 credits
**Research competencies**: 4 credits
**Professional ethics**: 4 credits
**Clinical practice**: 28 credits
**Additional courses**: 10 credits

**Total Credits**: 90
The doctoral program is one of two counseling psychology programs in the Pacific Northwest that is accredited by the American Psychological Association Commission on Accreditation (750 First Street NE, Washington, DC 20002-4242, 202-336-5979), and it is recognized as acceptable for licensure by the Oregon Board of Psychologist Examiners. The program has been accredited since 1955.

Earning a doctoral degree in counseling psychology typically requires five to six years of study beyond the bachelor’s degree. This period includes a one-year, full-time, supervised predoctoral internship. Students must complete a PhD dissertation that demonstrates a high standard of scholarship and the ability to conduct independent, original research. Students may enter the program with a bachelor’s or a master’s degree.

The program follows an ecological model of training embedded in the scientist-practitioner tradition. Students learn to use evidence-based preventive and remedial intervention strategies for working with individuals, children, families, and groups within their many contexts. This includes training in culturally sensitive assessment and intervention strategies designed to increase understanding and effect change at all levels. Students engage in critical reflection on the science and practice of health service psychology and social justice advocacy as core to their training.

Students participate in integrated classroom, practicum, and fieldwork activities in research, prevention, and intervention with children and adults, families, groups, and communities. The doctoral program prepares health service psychologists specializing in counseling psychology who can make a significant contribution to the field through scholarly research and professional practice. Training experience may be had at the UO Counseling and Testing Center, Oregon State University Counseling and Psychological Services, Lane Community College Counseling Department, UO Prevention Science Institute, and in community agencies or nonprofit research centers.

Graduates are prepared to work as researchers, practitioners, and educators in community mental health centers, research institutions, institutions of higher education, medical settings, managed health-care organizations, community college and university counseling centers, juvenile corrections agencies, human resources departments in business, and career counseling agencies.

PhD Requirements

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses in psychological foundations and discipline-specific knowledge</td>
<td>24</td>
</tr>
<tr>
<td>Courses in research methods, design, statistics, and measurement</td>
<td>48</td>
</tr>
<tr>
<td>CPSY 603 - Dissertation</td>
<td>18</td>
</tr>
<tr>
<td>Practitioner competencies</td>
<td>57</td>
</tr>
<tr>
<td>Professional competencies</td>
<td>12</td>
</tr>
<tr>
<td>Additional courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>

Application and Admission

Students are admitted fall term only. Prospective applicants may find detailed admission policies and procedures on the counseling psychology website (https://education.uoregon.edu/program/prevention-science). The closing date for receipt of completed applications is posted on the website for entry the following fall term. Notices about the disposition of applications are e-mailed by April 15.

Applicants are evaluated on

1. academic record
2. Graduate Record Examinations (GRE) general test scores
3. related work, research, and life experiences
4. a statement of purpose in seeking admission
5. letters of recommendation
6. an interview

Only completed applications are reviewed. The application process is online only; see the website for procedures.

Graduate training includes research training, completion of a predissertation research project, and completion of a dissertation as well as practicum and internship placements in which students work with children and adults, families, groups, and communities.

**Doctoral Degree in Prevention Science**

Leslie Leve, Program Director
130 HEDCO Education Building
541-346-9601

The doctoral program leads to a doctor of philosophy (PhD) degree in prevention science. This research-intensive degree program can be completed in four years, with students earning an MS en route to the PhD. This program is intended for students who have completed a bachelor’s or master’s degree in a prevention science–related discipline or have significant human development, psychology, social science, education, or prevention science experience. Students must complete a PhD dissertation that demonstrates a high standard of scholarship and the ability to conduct independent, original research.

Program objectives include

- instruction in a generation of research-based knowledge focused on increasing the understanding of risk and protective factors and processes related to the prevention of problems in human populations
- the translation of basic research findings into effective programs and policies that positively affect the development and well-being of children, youth, adults, families, and their communities
- the development of successful partnerships with community, county, state, and national organizations to disseminate effective programs into routine practice in a variety of settings

A successful graduate of the program should be able to

- describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based interventions), and implementation practices related to prevention science programs and policies for diverse populations
- understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination, self-evaluation, and rigorous ethical practice
- show a commitment to multicultural competence, social justice, and enhancing human welfare in their scholarly work and practice related to prevention science
- display professionalism in their relationships with faculty, staff, peers, and community partners in a variety of settings
The course work lays a solid foundation for students interested in careers in academia or local, state, or national prevention and public health agencies.

**PhD Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine courses in psychological foundations</td>
<td>30</td>
</tr>
<tr>
<td>Eight courses in doctoral-level research methods and statistics</td>
<td>32</td>
</tr>
<tr>
<td>Research</td>
<td>9</td>
</tr>
<tr>
<td>Specialty area courses</td>
<td>12</td>
</tr>
<tr>
<td>PREV 603 Dissertation</td>
<td>18</td>
</tr>
<tr>
<td>Additional courses</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>105</td>
</tr>
</tbody>
</table>

**Application and Admission**

Students are admitted fall term only. Prospective applicants may find detailed admission policies and procedures on the prevention science website (https://education.uoregon.edu/program/prevention-science). The closing date for receipt of completed applications is posted on the website for entry the following fall term.

Applicants are evaluated on

1. academic record
2. Graduate Record Examinations (GRE) general test scores
3. related research and work experiences
4. a statement of purpose in seeking admission
5. letters of recommendation
6. an interview

Only completed applications are reviewed. Applicants must gather the requested supporting papers and submit them with the application forms as one package. Graduate training includes completion of a research paper and a dissertation.

**Specialization in Spanish Language Psychological Service and Research**

Ellen McWhirter, Director

240 HEDCO Education Building

541-346-2443

The 16-credit Spanish language psychological service and research specialization addresses the deficit in family-centered prevention services for the Spanish-speaking Latino community. It is open to students enrolled in the accredited graduate programs of counseling psychology, couples and family therapy, and school psychology who also meet the eligibility criteria. The specialization provides students with skills to support the provision of culturally relevant mental health services and research in Spanish for Latino populations. It is designed to enhance preexisting linguistic and multicultural competencies and increase cultural understanding of US Spanish-speaking populations. Students critically assess the unique social, historical, political, and cultural contexts that shape the experiences of Latinos in the United States, with particular attention to conditions of social injustice and inequity, and how such conditions influence the health and well-being of Latino Spanish-speaking communities.

Eligibility for this specialization includes maintaining good standing in one of the three specified College of Education graduate programs focused on mental health services, approval from the student’s advisor and the director of the specialization, and preexisting competencies in Spanish.

**Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 612</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 615</td>
<td>Counseling Diverse Populations</td>
<td>4</td>
</tr>
<tr>
<td>CPSY 626</td>
<td>Psychological Services for Latinos</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 508</td>
<td>Workshop: [Topic] (Topics in Latino Mental Health)</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 609</td>
<td>Practicum: [Topic] (three terms)</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 609</td>
<td>Practicum: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td>or CFT 609</td>
<td>Practicum: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td>or SPSY 609</td>
<td>Practicum: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

* A practicum or externship in the student’s major in which the student performs clinical work with Spanish-speaking clients.

**Additional Requirements**

Students must participate in 20 hours (minimum) of continuous learning experiences and educational-cultural events, complete a capstone project, and maintain good standing in the departmental graduate program.

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 198</td>
<td>Workshop: [Topic]. 1-2 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 199</td>
<td>Special Studies: [Topic]. 1-5 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 217</td>
<td>Foundations of Student Health and Well-Being, 3 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 401</td>
<td>Research. 1-5 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 404</td>
<td>Internship: [Topic]. 1-12 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 405</td>
<td>Reading and Conference: [Topic]. 1-21 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 406</td>
<td>Special Problems: [Topic]. 1-21 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 407</td>
<td>Seminar: [Topic]. 1-5 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 408</td>
<td>Workshop: [Topic]. 1-21 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 409</td>
<td>Practicum: [Topic]. 1-21 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 410</td>
<td>Experimental Course: [Topic]. 1-5 Credits.</td>
<td></td>
</tr>
<tr>
<td>CPSY 417</td>
<td>Introduction to Counseling Psychology Profession. 2 Credits.</td>
<td></td>
</tr>
</tbody>
</table>

An examination of counseling psychology as a specialty that emphasizes multicultural approaches to serving individuals, families, and groups through clinical practice and research.
CPSY 420. Positive Psychology. 2 Credits.
Introduction to the field of positive psychology, the scientific study of human strengths and virtues that contribute to meaning and well-being.

CPSY 503. Thesis. 1-16 Credits.
Repeatable.

CPSY 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CPSY 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CPSY 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CPSY 601. Research: [Topic]. 1-16 Credits.
Repeatable.

CPSY 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

CPSY 603. Dissertation. 1-16 Credits.
Repeatable.

CPSY 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

CPSY 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

CPSY 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CPSY 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

CPSY 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

CPSY 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Ecological Bases of Behavior is a current topic.

CPSY 611. Ethics Discussion for Counseling Psychology. 1 Credit.
Focuses on current ethical standards of professional practice for psychologists and Oregon’s legal requirements, applied to roles and settings of counseling psychologists.

CPSY 612. Professional Ethics. 3 Credits.
Ethical and legal concerns in the professional practice of psychology. Ethical theory and decision-making processes; legal aspects of client- psychologist relationships.

CPSY 613. Introduction to Counseling Psychology. 3 Credits.
Historical foundations of counseling psychology. Major theories and theorists. Counseling as an ecological and context-sensitive interactive process. Settings and roles of the profession.

CPSY 614. Theories of Counseling. 3 Credits.
Overview of selected historical and current counseling theories.

CPSY 615. Counseling Diverse Populations. 4 Credits.
Influence of gender, race, ethnicity, and other factors related to diverse populations on the identity-formation process in contemporary society. Applications to counseling psychology.

CPSY 617. Theories of Career Development. 3 Credits.
Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; intervention in strategies; and career resources in the context of a multicultural society.

CPSY 621. Lifespan Developmental Psychology. 3 Credits.
Understanding continuity and change in human development and the ways in which the development of children, adolescents, and adults can be enhanced. Repeatable once for a maximum of 6 credits.

CPSY 622. Psychological Assessment II. 4 Credits.
Selection and administration of instruments and procedures for generating personality and career assessment reports. Emphasizes the integration of assessment into the intervention planning process. Includes laboratory.

CPSY 626. Psychological Services for Latinos. 2 Credits.
Provide graduate students with content specific to carrying out human services work and research with those who are Latino and/or Spanish-speaking.

CPSY 635. Social Aspects of Behavior. 4-5 Credits.
This course introduces research and concepts related to social influences on human behavior, including prejudice, conformity, aggression, prosocial behavior, internalized social norms, and social cognition.

CPSY 642. Child-Family Interventions. 4 Credits.
Empirically oriented interventions with children and families, ranging from early childhood through adolescence. Integrates developmental and intervention sciences.

CPSY 643. Community and Preventive Interventions. 3 Credits.
Research and practice in community intervention designed to prevent mental and physical health problems. Includes health promotion, worksite interventions, school and community prevention programs.

CPSY 645. Health Promotion and Equity. 3 Credits.
This course introduces theoretical and empirical work in prevention-focused health psychology, integrating cultural, developmental, and community psychology concepts as they pertain to health related behaviors.

CPSY 651. Advanced Individual Counseling Intervention. 3 Credits.
Focuses on applying interpersonal process and problem-management approaches to individual counseling and psychotherapy; using assessment information in treatment planning.

CPSY 654. Supervision and Agency Administration. 4 Credits.

CPSY 704. Internship: [Topic]. 1-15 Credits.
Repeatable.

CPSY 706. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

CPSY 708. Special Topics: [Topic]. 1-16 Credits.
Repeatable.

CPSY 709. Practicum: [Topic]. 1-16 Credits.
Repeatable.

Courses

CFT 401. Research: [Topic]. 1-5 Credits.
Repeatable.

CFT 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CFT 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
CFT 412. Healthy Relationships. 3 Credits.
Addresses the knowledge, skills, and behaviors associated with engaging in healthy relationships.

CFT 503. Thesis. 1-16 Credits.
Repeatable.

CFT 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CFT 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CFT 512. Healthy Relationships. 3 Credits.
Addresses the knowledge, skills, and behaviors associated with engaging in healthy relationships.

CFT 601. Research: [Topic]. 1-16 Credits.
A current topic is Methods.

CFT 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

CFT 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

CFT 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CFT 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

CFT 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

CFT 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CFT 612. Parenting Interventions. 2 Credits.
Examines evidence-based practices for parenting children and adolescents, including trauma-focused parenting strategies.

CFT 614. Child Mental Health and Diagnosis. 4 Credits.
Emphasizes the etiology, nosology, phenomenology, and diagnosis of mental health disorders in children. Examines social and cultural assumptions about "normal" versus "pathological" behavior, cognition, and emotion.

CFT 615. Introduction to Marriage Family Therapy. 3 Credits.
Surveys the distinct disciplines of marriage and family therapy.

CFT 616. Systems Theory Foundations. 3 Credits.
Surveys macro theories and their relationship to families and family therapy with emphasis on systems, communications, and ecological theories.

CFT 620. Mental Health and Diagnosis. 3 Credits.
Study of maladaptive behavior, treatment, and prevention emphasizing the integrative contributions of biological, behavior, cognitive, psychodynamic, humanist-existential, and community perspectives, including the "Diagnostic and Statistical Manual of Mental Disorders."

CFT 621. Ethics Discussion. 1 Credit.
Provides an opportunity to more fully examine and discuss ethical and legal considerations for couples and family therapists with emphasis on relational-systemic elements of ethical decision-making.

CFT 622. Relational Assessment. 1 Credit.
Examines evidence-based practices for assessment in couples therapy. Integrates systems and communication theory with emerging contextual and behavior-assessment models.

CFT 624. Group Psychotherapy. 3 Credits.
Presents basic elements of group process; includes introduction to group work, guidelines for multicultural practice, ethical and professional issues in group practice, and group leadership.

CFT 625. Violence, Trauma, and Healing. 4 Credits.
Theories and research on the acceleration and cessation of violence in the family and assessment of responses to violent family behaviors and to perpetrators, survivors, and families.

CFT 626. Human Sexuality in Counseling. 3 Credits.
Increases understanding and clinical abilities for working with couples; special emphasis on the role of intimacy and sexual relationships.

CFT 627. Advanced Theories in Relational Therapy. 4 Credits.
Studies theories and models of couples and family therapy; self-evaluation of clinical work. Examines integration, specifically the "metaframeworks" model, solution-focused therapy, and emotionally focused therapy.

CFT 628. Addiction and Recovery. 3 Credits.
Increases the conceptual understanding and skills of family therapists working with contemporary issues; emphasis on addictions and addiction recovery.

CFT 629. Intimate Partner Therapy. 3 Credits.
Application of systems theory to problems within relationships and their resolution. Includes research findings, assessment, motivation, change, content and process, ethics, and social-macro considerations.

CFT 630. Wellness and Spirituality. 3 Credits.
Provides an understanding of existential issues, spirituality, and wellness. Working with clients' life-cycle stages and health-stress issues; resources to promote wellness.

CFT 632. Medical Family Therapy. 4 Credits.
Introduction to the theory, fundamentals, and practical applications of medical family therapy.

Courses

FHS 199. . 1-5 Credits.

FHS 213. Issues for Children and Families. 4 Credits.
Examines issues and problems confronting children and families in modern society. Issues such as disability, poverty, health care, addictions, racism, and violence are addressed.

FHS 215. Exploring Family and Human Services. 4 Credits.
Explores the historic basis and current design of family and human services. Emphasizes services to children, youth, adults, and families.

FHS 216. Diversity in Human Services. 4 Credits.
Provides glimpses into various social groups and the rudimentary knowledge, awareness, and skills required to function effectively as a social-service worker within diverse populations.

FHS 320. Instructional Methods in Early Childhood I. 1 Credit.
Explores an array of knowledge- and evidenced-based practices that ensure excellence in teaching young children.

FHS 321. Instructional Methods in Early Childhood II. 1 Credit.
Explores communication, language, and social emotional development in young children. Teaching strategies for infants, toddlers, and preschoolers in early childhood settings that promote social communication.

FHS 322. Instructional Methods in Early Childhood III. 1 Credit.
Explores early literacy, print awareness, group reading, evaluation of children's books, and literacy for dual-language learners.
FHS 327. Organizational Issues in Human Services. 4 Credits.
Theories and policies on the organization of human services. Emphasizes the
evaluation of outcomes of services for children, youth, adults, and
families.
Prereq: major status.

FHS 328. Human Development in the Family Context. 4 Credits.
Examines human development within the context of the family from an
evidence-based perspective. Integration of contemporary family issues
experienced across the lifespan within the context of the human service
profession.
Prereq: major status.

FHS 329. Youth Psychopathology in Context. 4 Credits.
Presents child and adolescent psychopathology and problems within a
diagnostic framework. Topics address psychosocial issues for youth in
family and cultural contexts.
Prereq: major status.

FHS 330. Individual Interventions in Ecological Contexts. 4 Credits.
Introduces the concept of individual interventions within an ecological
model. Provides knowledge and development of basic listening skills and
how to apply these skills to individuals in diverse contexts.
Prereq: major status.

FHS 331. Group and Community Interventions. 3 Credits.
Introduces the concept of group intervention within the context of
group theory and community development. Provides knowledge and
development of group interventions, including group facilitation skills and
curriculum development.
Prereq: FHS 330.

FHS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

FHS 401. Research: [Topic]. 1-5 Credits.
Repeatable.

FHS 404. . 1-12 Credits.

FHS 405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

FHS 406. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

FHS 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

FHS 408. Workshop: [Topic]. 1-9 Credits.
Repeatable.

FHS 409. Practicum: [Topic]. 1-9 Credits.
Repeatable.

FHS 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

FHS 420. Research in Human Services. 4 Credits.
Use of research to reform practice in human services. Trends and issues
in assessment and evaluation in human services are provided.

FHS 430. Foundations in Early Childhood Education. 3 Credits.
Explores the history and theories of early education with a focus on
societal factors that affect development.

FHS 431. Early Childhood and Human Services Curriculum. 3
Credits.
Explores the theoretical and historical context of primary curriculum
models used in early childhood education and human service settings
that serve at-risk children and families.

FHS 432. Assessment in Early Childhood Education. 3 Credits.
Explores educational, environmental, and family assessments in early
childhood education and human service settings.

FHS 482. Prevention of Youth Violence. 4 Credits.
Research and practice in community interventions designed to
prevent youth violence. Includes home, school, and community-based
interventions.

FHS 483. Prevention of Interpersonal Violence. 4 Credits.
Examines interpersonal violence and community-based prevention
using ecological, multicultural, international frameworks. Emphasizes
assessment, prevention, intervention, and simultaneous occurrence of
adult violence and child maltreatment.

FHS 491. Junior Professional Practices and Issues I. 3 Credits.
Examines issues and behaviors associated with being a community
service professional. Includes ethical standards for professional practice.
Prereq: major status.

FHS 492. Junior Professional Practices and Issues II. 3 Credits.
Examines issues and behaviors associated with being a community
service professional. Includes ethical standards for professional practice.
Prereq: major status.

FHS 493. Junior Professional Practices and Issues III. 3 Credits.
Examines issues and behaviors associated with being a community
service professional. Includes ethical standards for professional practice.
Prereq: major status.

FHS 494. Senior Professional Practices and Issues. 3 Credits.
Examines issues and behaviors associated with being a community
service professional.
Prereq: major status.

FHS 495. Senior Professional Practices and Issues. 3 Credits.
Examines issues and behaviors associated with being a community
service professional.
Prereq: major status.

FHS 496. Senior Project Proposal. 1 Credit.
Students create a written proposal outlining rationale, project description,
and timelines for completing the senior project.
Prereq: major status.

FHS 497. Senior Project. 1-2 Credits.
Students develop a written product or project in conjunction with faculty
members and field site personnel.
Prereq: FHS 496.

FHS 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

FHS 508. Workshop: [Topic]. 1-9 Credits.
Repeatable.

FHS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

FHS 582. Prevention of Youth Violence. 4 Credits.
Research and practice in community interventions designed to
prevent youth violence. Includes home, school, and community-based
interventions.

FHS 583. Prevention of Interpersonal Violence. 4 Credits.
Examines interpersonal violence and community-based prevention
using ecological, multicultural, international frameworks. Emphasizes
assessment, prevention, intervention, and simultaneous occurrence of
adult violence and child maltreatment.
Courses
PREV 601. Research: [Topic]. 1-16 Credits. Repeatable.
PREV 602. Supervised College Teaching. 1-5 Credits.
Repeatable.
PREV 603. Dissertation. 1-16 Credits. Repeatable.
PREV 604. Internship: [Topic]. 1-16 Credits. Repeatable.
PREV 605. Reading and Conference: [Topic]. 1-5 Credits. Repeatable.
PREV 606. Field Studies: [Topic]. 1-16 Credits. Repeatable.
PREV 607. Seminar: [Topic]. 1-5 Credits. Repeatable.
PREV 608. Workshop: [Topic]. 1-16 Credits. Repeatable.
PREV 609. Practicum: [Topic]. 1-16 Credits. Repeatable.
PREV 610. Experimental Course: [Topic]. 1-5 Credits. Repeatable.
PREV 631. Introduction to Prevention Science. 3 Credits.
Overview of theory, research, and practice in prevention science and
health promotion, including foundational concepts, translation of theory
into intervention, methodology, and implementation.
PREV 632. Risk and Resilience in Adolescents. 3 Credits.
Research and theory related to risk and resiliency processes during
adolescence and young adulthood. Focuses on populations at elevated
risk for adverse outcomes.
PREV 633. Contemporary Issues in Public Health. 3 Credits.
This course introduces approaches, concepts, methods, and
perspectives of epidemiology as applied to current public health issues
and prevention science research and practice.
PREV 634. Implementation Science. 3 Credits.
Provides a framework for examining implementation science and its
application to clinical and community-based research.
Prereq: CPSY 631 or CPSY 643; a graduate-level statistics course.

Educational Methodology, Policy, and Leadership
Gerald Tindal, Department Head
541-346-5171
102 Lorry I. Lokey Education Building

The curriculum leading to master's and doctoral degrees in the
Department of Educational Methodology, Policy, and Leadership focuses
on developing and implementing effective practices in education and
social system settings.

Programs provide educational leaders, policymakers, and researchers
with the skills needed to design and implement strategies that improve
practices in educational organizations. Graduates are qualified for
a variety of positions such as education system administrators,
principals and superintendents, instructors and researchers in higher
education and nonprofit settings, specialists in intervention development,
implementation, and evaluation, and researchers in evaluation,
management, leadership, and educational policy.

License Programs
Administrator License Preparation
541-346-2447
102 Lorry I. Lokey Education Building

Oregon requires administrators in public schools (vice principals,
principals, assistant superintendents, superintendents, and other
designated personnel) to hold administrative licenses. The University of
Oregon offers planned programs of study leading to the preliminary and
professional licenses for administrators and superintendents.

Preliminary Administrator License
The preliminary administrator licensure program prepares students for
building and district administration. The preliminary administrator license
may be issued to an applicant who completes the 26-credit program,
earned a master's degree from an accredited college or university, and
provides documentation of at least three years of successful licensed
experience. Admission to the program is limited and is based on the
applicant's academic work, recommendations, and professional goals.
The program begins in June, and admission decisions are made in early
spring. Candidates can earn a master of education (MEd) degree at the
UO by taking additional course work and completing a master's project.

Professional Administrator License
This program prepares students for continuing building and program
administration—preprimary through grade 12—and for school district
office assignments, including superintendent positions. Students who
complete the UO preliminary administrator licensure preparation program
are automatically admitted to the professional administrator program
upon completion of a professional administrator license application.
Application can be made to the program if the applicant completed a
preliminary administrator program at another institution. Applicants to the
continuing program must
• have a master's degree
• hold an Oregon preliminary administrator license
• submit a completed application

Reading Endorsement
This option is available to those already holding an Oregon teaching
license. The program’s emphasis is in literacy leadership and is for those
who want to work as reading interventionists and serve as local leaders in
the development, evaluation, and implementation of data-driven literacy
systems.

Endorsement Requirements. Applicants must have a current teaching
license, an undergraduate degree, a 3.00 grade point average, and
be able to provide three letters of recommendation. If seeking a
simultaneous master's degree, students must submit a formal Graduate
School application.

Application and Admission. The department follows general university
policy in its admission procedures. Students who transfer to the university
from other institutions must meet UO entrance requirements. Information
about admission to graduate study, including certificate and endorsement programs, is available on the College of Education’s website.

Faculty


Emeriti

Max G. Abbott, professor emeritus. BS, 1949, MS, 1951, Utah State; PhD, 1960, Chicago. (1966)

Keith A. Acheson, professor emeritus. BS, 1948, MS, 1951, Lewis and Clark; EdD, 1964, Stanford. (1967)


C. H. Edson, associate professor emeritus. BA, 1964, California, Berkeley; MA, 1970, Oregon; PhD, 1979, Stanford. (1973)


John E. Lallas, professor emeritus; executive dean emeritus. BA, 1947, Washington (Seattle); BA, 1952, Western Washington; EdD, 1956, Stanford. (1957)

Roy E. Lueallen, chancellor emeritus, Oregon University System. BS, 1940, Pacific University; MS, 1947, Oregon; EdD, 1955, Stanford. (1961)


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

Participating

Edward J. Kame’enui, special education and clinical sciences

Surendra Subramani, counseling psychology and human services

• Doctor of Education
• Doctor of Philosophy (p. 702)

Graduate Studies

The department offers master of arts (MA), master of science (MS), master of education (MEd), doctor of education (DEd), and doctor of philosophy (PhD) degrees with a major in educational leadership.
Master's Degrees
The Department of Educational Methodology, Policy, and Leadership offers the master of arts (MA), master of science (MS), and master of education (MEd) degrees.

During the first term of graduate work, each student plans a program of study with the assistance of the student's advisor.

The master's degrees in educational leadership focus on two areas of emphasis. Students select one of these areas when entering the degree program:

- **Quantitative Research Methods in Education.** Prepares those pursuing careers in educational research.
- **Policy and Leadership.** For those pursuing careers such as program coordinators or college advisors in central school administration, student support services, or staff and community relations.

Students should consult the Graduate School section of this catalog for general university admission and degree requirements.

Doctoral Degrees
The Department of Educational Methodology, Policy, and Leadership offers two doctoral degrees—DEd and PhD. The doctor of education (DEd) program, which emphasizes the development of expertise in professional practice, is intended for individuals who want careers as administrators, staff developers, curriculum specialists, or positions at state and local offices. The doctor of philosophy (PhD) degree program emphasizes the development of expertise in educational research and statistical analysis, in educational organizations, in measurement and assessment, or as preparation for becoming a professor of education with a specialization in research.

The doctoral programs follow the general regulations governing graduate work at the university. Each PhD student plans a program with the guidance of a faculty advisor. In contrast, DEd students complete their program with a cohort and a fixed set of courses. This degree option may be completed concurrently with the administrator licensure program.

Doctoral Degree Requirements
A minimum of 144 graduate credits are required for the doctor of education (DEd) degree program; the doctor of philosophy (PhD) requires a minimum of 138 graduate credits. In both programs, at least 84 credits must be earned after admission to the program; 18 of these 84 credits are earned in Dissertation (603). DEd students may request to transfer as many as 48 graduate-level credits; PhD students may request to transfer up to 25 graduate-level credits. The remaining required credits include courses in research methodology and electives.

### Course Type

<table>
<thead>
<tr>
<th>Course Type</th>
<th>PhD Credits</th>
<th>DEd Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer credits</td>
<td>Maximum of 25</td>
<td>Maximum of 48</td>
</tr>
<tr>
<td>Core courses</td>
<td>28 College of Education 55 credits; 35 credits in courses with the subject code EDLD</td>
<td></td>
</tr>
<tr>
<td>Emphasis (PhD) or concentration (DEd) courses</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Cognate courses</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Applied experience courses</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

### Residency
Three consecutive terms of full-time study (graduate credits) must be completed to meet graduate school residency requirements.

### Application and Admission
The department follows general university policy in its admission procedures. Students who transfer to the university from other institutions must meet UO entrance requirements. Information about admission to graduate study is available from the department student services coordinator and on the College of Education’s website. Information about licensure and degree programs may be obtained from the director of graduate studies.

### Graduate Specialization in Quantitative Research Methods
The graduate specialization in quantitative research methods is designed primarily for doctoral students who have chosen quantitative methods as their primary research tradition in the College of Education. Doctoral students in other colleges and programs may be eligible but should confirm with the sponsoring department, the Department of Educational Methodology, Policy, and Leadership. The specialization is a rigorous training program in advanced quantitative research methods designed to prepare PhD students, with a competitive focus on quantitative research methods, for research and scholarship careers in education and the social sciences. Students take a minimum of 20 credits (five four-credit courses) from among the department's advanced quantitative methods course offerings, building critical expertise in quantitative methodology including applied educational statistics and research design. The course requirements include a two-course sequence in at least one advanced quantitative method and three additional quantitative methods courses.

### Courses

**EDLD 199. Special Studies: [Topic]. 1-5 Credits.** Repeatable. Topics include 21st-Century Leadership, Peer Mentoring.

**EDLD 211. Exploring Leadership. 4 Credits.**
Understanding the context of leadership for the common good and for change in educational and social systems; establishing basic skill-building in project management fundamentals to promote effective leadership.

**EDLD 311. Equity Leadership and Social Change. 4 Credits.**
Provides foundational exposure to current scholarship and practice in approaches that promote equity and inclusion within professional educational and social service settings. Prereq: EDLD 211.

**EDLD 312. Effective Leadership Decision-Making. 4 Credits.**
Introduces basic concepts of evidence-based decision-making. Addresses theoretical frameworks for decision-making, statistical applications, common decision-making errors, and ways to involve diverse individuals and groups in making decisions. Prereq: EDLD 211.

**EDLD 313. Program Evaluation for Future Leaders. 4 Credits.**
Introduction to evaluation theory and evaluation research design; potential uses and limitations of program evaluation in the public and private sector through study, discussion, and application of course materials. Prereq: EDLD 211.
EDLD 404. Internship: [Topic]. 1-12 Credits. Repeatable.
EDLD 405. Reading and Conference: [Topic]. 1-21 Credits. Repeatable.
EDLD 407. Seminar: [Topic]. 1-4 Credits. Repeatable. Topics include Human Services, Peer Health Education.
EDLD 408. Workshop: [Topic]. 1-21 Credits. Repeatable.
EDLD 410. Experimental Course: [Topic]. 1-4 Credits. Repeatable.
EDLD 411. Examining Leadership Effectiveness. 4 Credits. Designed for students who enroll in a proposed minor program yet to be named. Focuses on analysis of personal commitments and goals in the context of leadership for social change. Prereq: EDLD 211.
EDLD 412. Leading Change in Organizations. 4 Credits. Development of skills for leading change within an organization: planning, managing, enacting, surviving, and evaluating personal and organizational change. Prereq: EDLD 211.
EDLD 422. Globalization and Education. 4 Credits. Examines the implications of globalization on education and educational systems around the world.
EDLD 430. Comparative Education. 4 Credits. Undergraduate-level seminar focusing on major educational issues of concern to scholars in the field of comparative education.
EDLD 450. Data and Information Retrieval. 1 Credit. Presents multimedia information search and organization procedures for use with public libraries, websites, and institutional and governmental clearinghouses.
EDLD 460. Measurement and Assessment. 2 Credits. Covers foundational knowledge in measurement and assessment.
EDLD 503. Thesis. 1-16 Credits. Repeatable.
EDLD 507. Seminar: [Topic]. 1-4 Credits. Repeatable. Topics include Human Services, Peer Health Education.
EDLD 508. Workshop: [Topic]. 1-21 Credits. Repeatable.
EDLD 510. Experimental Course: [Topic]. 1-4 Credits. Repeatable.
EDLD 522. Globalization and Education. 4 Credits. Examines the implications of globalization on education and educational systems around the world.
EDLD 530. Comparative Education. 4 Credits. Graduate-level seminar focusing on major educational issues of concern to scholars in the field of comparative education.
EDLD 550. Data and Information Retrieval. 1 Credit. Presents multimedia information search and organization procedures for use with public libraries, websites, and institutional and governmental clearinghouses.
EDLD 560. Measurement and Assessment. 2 Credits. Covers foundational knowledge in measurement and assessment.
EDLD 601. Research: [Topic]. 1-16 Credits. Repeatable.
EDLD 602. Supervised College Teaching. 1-5 Credits. Repeatable.
EDLD 603. Dissertation. 1-16 Credits. Repeatable.
EDLD 604. Internship: [Topic]. 1-12 Credits. Repeatable.
EDLD 605. Reading and Conference: [Topic]. 1-16 Credits. Repeatable.
EDLD 606. Field Studies: [Topic]. 1-16 Credits. Repeatable.
EDLD 607. Seminar: [Topic]. 1-6 Credits. Repeatable.
EDLD 608. Workshop: [Topic]. 1-16 Credits. Repeatable.
EDLD 609. Practicum: [Topic]. 1-16 Credits. Repeatable. Topics include Administrator Licensure, International Higher Education, Superintendent.
EDLD 610. Experimental Course: [Topic]. 1-5 Credits. Repeatable. Topics include Advanced Measurement and Assessment, Equity and Achievement, Foundations of Educational Research, Hierarchical Linear Modeling, Master's Research Writing.
EDLD 612. Reading Interventions. 4 Credits. Focuses on providing research-based reading interventions to school-age struggling readers. Includes field experience tutoring a child at the Center on Teaching and Learning Reading Clinic on campus.
EDLD 613. Reading Research. 4 Credits. Focuses on the empirical research that serves as the scientific basis for advancing reading pedagogy and practice.
EDLD 614. Literacy for Learning. 4 Credits. Focuses on instructional strategies for designing and delivering effective literacy instruction and content area supports for intermediate and middle school students with diverse learning and/or linguistic abilities. Prereq: EDLD 612.
EDLD 618. Data-Based Decisions in Literacy. 4 Credits. Examines data-based decision-making in the context of reading development and instruction from kindergarten through twelfth grade.
EDLD 620. Educational Leadership. 4 Credits. Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision-making, ethics, goal setting, power, and styles of influence.
EDLD 621. Equity and Achievement. 3 Credits. Provides basics of data analysis and interpretations regarding achievement gaps, as well as applications of multiculturally competent practices in educational administrative settings.
EDLD 622. Leading Change. 4 Credits. Examines leadership through a systems-thinking lens. Students experience how adaptive leadership sustains change and why traditional operational change fails in education.
EDLD 623. Cultural Adaptation of Evidence-Based Practices. 4 Credits.
This course is designed to provide an advanced foundation in models and methods for the cultural adaptation of evidenced-based prevention and treatment practices in school, community, and family settings.

EDLD 624. Leading for Equity. 4 Credits.
This course is designed to provide advanced exposure to current research and practice in leading for equity and inclusion within professional educational settings and a strong conceptual foundation in leadership.

EDLD 625. Survey and Questionnaire Design. 4 Credits.
Students gain practical experience in the collection and analysis of social science information through the design of surveys and questionnaires.

EDLD 626. Social-Cultural Foundations of Education. 4 Credits.
Examines education in US society from sociological, cultural, and structural perspectives with a focus on inequity and the intersecting roles of race, language, class, gender, and ability-disability.

EDLD 628. Hierarchical Linear Models I. 4 Credits.
Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and two-level models. Sequence with EDLD 629. Prereq: EDUC 642.

EDLD 629. Hierarchical Linear Models II. 4 Credits.
Advanced topics in multilevel modeling and hierarchical data structures including three-level models with random and fixed effects, longitudinal models, and multilevel models. Sequence with EDLD 628. Offered alternate years. Prereq: EDLD 628.

EDLD 630. Comparative Education. 4 Credits.
Survey of higher education in selected developing countries; comparison with American higher education; relation to economic development; major problems.

EDLD 631. Meeting the Needs of English Learners. 2 Credits.
Reviews historical and current approaches to meeting the needs of English learners in the US. Focuses on federal, state, and local policies supporting acquisition of English.

EDLD 632. Educational Policy Analysis. 4 Credits.
Systematic interpretation and analysis of issues in educational policy using techniques such as cost-benefit, competing values, impact, and effects analysis.

EDLD 633. Structural Equation Modeling I. 4 Credits.
Theory, application, and interpretation of structural equation modeling techniques. Includes covariance structures, path diagrams, path analysis, model identification, estimation, and testing. Sequence with EDLD 634. Prereq: EDUC 642.

EDLD 634. Structural Equation Modeling II. 4 Credits.
Emphasis on structural and latent variable models, including cross-validation, mean structures, comparing groups and models, latent growth-curve analyses. Sequence with EDLD 633. Offered alternate years. Prereq: EDLD 633.

EDLD 638. Advanced School Law. 2-4 Credits.
Overview of legal issues in school board–superintendent relations, media relations, personnel evaluation practices, student and employee rights, collective bargaining, contract management, and official complaints.

EDLD 641. Standards and Accountability Systems. 4 Credits.
Rationale for standards and accountability systems. Reviews national, state, and local systems and ways to improve these systems. Associated policy and implementation.

EDLD 643. Data-Based Decision Making. 2 Credits.
Introduces basic concepts of evidence-based decision-making. Prereq: EDLD 560, EDUC 611, EDUC 614.

EDLD 644. Learning Organization. 4 Credits.
Three facets of learning organization are integrated: structural components, informational systems, and leadership processes.

EDLD 646. Action Research. 4 Credits.
Designing and implementing quasi-experimental studies in classrooms; using outcomes to enhance educational programs and provide professional development for teachers.

EDLD 647. Professional Issues in Education I. 1 Credit.
Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation.

EDLD 648. Professional Issues in Education II. 1 Credit.
Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation. Prereq: EDLD 647.

EDLD 649. Professional Issues in Education III. 1 Credit.
Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation. Prereq: EDLD 648.

EDLD 650. Advanced Seminar Educational Research Methods. 4 Credits.
Examines special issues in the use and application of educational statistics and research design in a discussion-seminar format. Prereq: EDUC 640.

EDLD 655. Analysis of Teaching and Learning. 4 Credits.
Increases understanding of theories of learning and methodologies of teaching through analysis of relationship between teaching and learning.

EDLD 657. Information Technology for Curriculum Design. 4 Credits.
Addresses integration of classroom educational technology. Participants explore and evaluate best practices on how, when, and why technology might be introduced into education.

EDLD 659. Scholarly Writing. 4 Credits.
Develops proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

EDLD 661. Item Response Theory I. 4 Credits.
Theory and application of item response measurement models. Participation outcomes include knowledge of IRT models, terminology, and resources. Emphasis on popular models and underlying assumptions.

EDLD 662. Item Response Theory II. 4 Credits.
Application of item response measurement models to current research. Applying theoretical knowledge to practical problems associated with measurement, data structure, and software operation. Prereq: EDLD 661.
EDLD 663. Measurement & Assessment: Research. 2 Credits.
Covers applied knowledge in measurement and assessment with an emphasis on use of measures for research purposes.
Coreq: EDLD 560.

EDLD 665. Measurement & Assessment: Literacy. 2 Credits.
Covers applied knowledge in measurement and assessment with emphasis on use of reading, writing, and language assessments for instructional and intervention purposes.
Coreq: EDLD 560.

EDLD 670. Analysis of Discrete and Categorical Data. 4 Credits.
Advanced methods for analysis of discrete data. Topics include log-linear, logit, probit, latent class, and mixture models, and other generalized linear models. Offered alternate years.
Prereq: EDUC 642.

EDLD 675. School Finance. 3 Credits.
Overview of school finance concepts, Oregon's school financing system, political and legal considerations, taxation, state distribution formulas, school finance reform, the federal role in education.

EDLD 681. Program Evaluation for Educational Managers I. 4 Credits.
A comprehensive survey of formative and summative evaluations of educational programs at schools and colleges.

EDLD 683. State and Local Policy Development in Education. 4 Credits.
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.

EDLD 684. Master's Project Proposal. 1 Credit.
Clarifying research topics and identifying data sources and interpretation for the master's project for initial administrator licensure under the guidance of faculty advisor.

EDLD 685. Master's Project. 1-6 Credits.
Culminating activity for students seeking initial administrator licensure master's degree. Working under the guidance of assigned faculty advisor to complete the master's project.

EDLD 691. Research Writing I. 1 Credit.
First in a course sequence providing students in the doctor of education degree (DEd) program with a structured, guided opportunity to complete dissertation proposals.

EDLD 692. Research Writing II. 1 Credit.
Second in a course sequence providing students in the doctor of education degree (DEd) program with a structured, guided opportunity to complete dissertation proposals.
Prereq: EDLD 691.

EDLD 693. Research Writing III. 2 Credits.
Third in a course sequence providing students in the doctor of education degree (DEd) program with a structured, guided opportunity to complete dissertation proposals.
Prereq: EDLD 692.

EDLD 696. Professional Writing I: Foundations in Professional Writing. 2 Credits.
Covers foundational knowledge of the American Psychological Association’s (APA) writing style as well as how to synthesize research for academic purposes. Sequence with EDLD 697, EDLD 698.

EDLD 697. Professional Writing II: Organization. 2 Credits.
Explores the types of writing required of the three doctor of education (DEd) dissertation options: scholarly article, policy analysis, and grant proposal. Sequence with EDLD 696, EDLD 698.
Prereq: EDLD 696.

EDLD 698. Professional Writing III: Literature Review. 2 Credits.
Students write a review of research manuscripts on a professional topic and continue to learn the nuances of APA writing style. Sequence with EDLD 696, EDLD 697.
Prereq: EDLD 697.

EDLD 699. Dissertation Methods Apprenticeship. 3 Credits.
Provides doctoral students in the DEd program a structured opportunity to complete their dissertation proposal and a PowerPoint presentation on their respective proposals.

EDLD 708. Workshop: [Topic]. 1-16 Credits.
Repeatable.

EDLD 709. Practicum: [Topic]. 1-16 Credits.
Repeatable.

EDLD 710. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

Education Studies
Edward M. Olivos, Department Head
541-346-3404
124 Lorry I. Lokey Education Building

License and degree programs in the Department of Education Studies prepare professionals to work in education. For teaching in elementary grade levels (K–5), the undergraduate major in educational foundations leads to a bachelor of arts (BA) or bachelor of science (BS) degree in educational foundations. Undergraduates may also earn a certificate in education foundations—secondary. For teaching in secondary grade levels (6–12), the certificate in educational foundations—secondary is intended to complement the subject area major.

The master's-level programs include
1. a degree in curriculum and teaching with a specialization in elementary multiple subjects education or secondary education, which includes a recommendation for a state-approved teaching license and a master of education (MEd) degree
2. a program in curriculum and teacher education for those already holding a teaching license and are seeking a master of science (MS) degree
3. add-on endorsements for licensed teachers in English for speakers of other languages and multicultural, multilingual reading

The doctoral degree program leads to a doctor of philosophy degree (PhD) in critical and sociocultural studies in education.

Faculty

Jeanne Nagayama Hall, senior instructor (elementary education, educational psychology, freshman mentoring); undergraduate

Julia Heffernan, lecturer (sexuality and gender studies in education, social studies and language arts curriculum, educational equity and inclusion); graduate director, UO Teach. BS, 1990, MA, 2004, PhD, 2010, Oregon. (2013)


Robin Patterson, instructor (elementary education, high school special and alternate education, school administration); mid-high practicum placement coordinator. BA, 1982, Oregon College of Education; MEd, 1984, Western Oregon State. (2014)


Alison Schmitke, senior lecturer (social foundations of education, social studies curriculum, sports education); director, undergraduate degree program. BA, 1994, Willamette; MEd, 1996, Portland State; PhD, 2008, Alabama. (2006)


Emeriti

Edna P. DeHaven, professor emerita. BS, 1951, Oregon College of Education; MEd, 1962, PhD, 1969, Oregon. (1969)


William E. Lamon, associate professor emeritus. BS, 1964, San Francisco; MS, 1965, California State; PhD, 1968, California, Berkeley. (1972)


Ione F. Pierron, associate professor emerita of librarianship. BA, 1936, Puget Sound; MA, 1955, Minnesota; MS, 1960, Oregon. (1948)


John E. Suttle, professor emeritus. BS, 1948, Texas; MEd, 1952, Colorado; EdD, 1960, Texas. (1959)

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

• Bachelor of Arts (p. 707)
• Bachelor of Science (p. 707)
• Bachelor of Education

Undergraduate Studies

Educational Foundations

The purpose of the educational foundations major is to prepare future professionals in education and related fields: critical thinkers, well-informed about theory and practice, who possess the knowledge and skills to be agents of change in economically, racially, culturally, and linguistically diverse communities. The program focuses on content preparation and provides students with a sophisticated understanding of the intersections of multiple disciplines within larger historical and contemporary themes.

The two-year program, completed during the junior and senior years, prepares undergraduate students for admission into master’s-level teacher certification programs or other Graduate School programs such
as social work or psychology. The educational foundations major does not result in a teaching license.

**Major Requirements**

Students planning to major in educational foundations enter the university as education premajors. Transfer students and university students from other majors may become premajors by submitting a Request for Addition or Deletion Major form, available online. Premajors are not eligible to take most 300- and 400-level education courses. Premajor status does not guarantee admission to the educational foundations major.

The major is designed as a two-year program completed during the undergraduate junior and senior year. The major requires core courses in five areas: learning, teaching, and assessment; curriculum theory; technology and education; literacy; and equality of opportunity. Additional courses are required in mathematics, science, and a variety of other subjects, including reading, art, music, and physical education.

**Bachelor of Arts Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Premajor Courses</strong></td>
<td></td>
</tr>
<tr>
<td>EDST 111</td>
<td>Educational Issues and Problems</td>
<td>4</td>
</tr>
<tr>
<td>EDST 199</td>
<td>Special Studies: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>EDST 220</td>
<td>Beginning Applications in Educational Technology</td>
<td>4</td>
</tr>
<tr>
<td>EDST 225</td>
<td>School and Representation in Film</td>
<td>4</td>
</tr>
<tr>
<td>EDST 231</td>
<td>Teaching in the 21st Century</td>
<td>4</td>
</tr>
</tbody>
</table>

|       | **Learning, Teaching, and Assessment**                               |         |
| EDST 331 | Autobiography of Schooling                                           | 4       |
| EDST 332–333 | Learning, Teaching, and Assessment I-II                             | 6       |
| EDST 338–339 | Observation: Learning, Teaching, Assessment I-II                    | 2       |

|       | **Curriculum Theory**                                               |         |
| EDST 342–343 | Curriculum Studies I-II                                             | 8       |

|       | **Technology and Education**                                         |         |
| EDST 422 | Technology Education                                                 | 4       |

|       | **Literacy**                                                         |         |
| EDST 463 | Foundations of Reading                                               | 4       |
| EDST 464 | Multicultural Literacy                                               | 4       |

|       | **Equality of Opportunity**                                          |         |
| EDST 420 | Living in a Stratified Society                                       | 4       |

|       | Select two of the following:                                         | 6       |
| EDST 451 | Equal Opportunity: Ecojustice and Education                         |         |
| EDST 452 | Equal Opportunity: Poverty                                          |         |
| EDST 453 | Equal Opportunity: Racism                                           |         |
| EDST 454 | Equal Opportunity: Patriarchy                                       |         |
| EDST 455 | Equal Opportunity: Homophobia                                       |         |
| EDST 456 | Equal Opportunity: Colonization and Genocide                         |         |
| EDST 457 | Equal Opportunity: Diaspora and Immigration                         |         |
| EDST 458 | Observation: Equal Opportunity I 1                                    | 1       |

|       | **Additional Requirements**                                          |         |
|       | Mathematics courses                                                  |         |
|       | Science courses                                                      |         |
|       | Art courses                                                          |         |
|       | Music courses                                                        |         |
|       | Physical education courses                                           |         |

|       | **Total Credits**                                                    | 63      |

1 Course may be repeated twice in conjunction with registering for an Equal Opportunity course.

**Bachelor of Science Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Premajor Courses</strong></td>
<td></td>
</tr>
<tr>
<td>EDST 111</td>
<td>Educational Issues and Problems</td>
<td>4</td>
</tr>
<tr>
<td>EDST 199</td>
<td>Special Studies: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>EDST 220</td>
<td>Beginning Applications in Educational Technology</td>
<td>4</td>
</tr>
<tr>
<td>EDST 225</td>
<td>School and Representation in Film</td>
<td>4</td>
</tr>
<tr>
<td>EDST 231</td>
<td>Teaching in the 21st Century</td>
<td>4</td>
</tr>
</tbody>
</table>

|       | **Learning, Teaching, and Assessment**                               |         |
| EDST 331 | Autobiography of Schooling                                           | 4       |
| EDST 332–333 | Learning, Teaching, and Assessment I-II                             | 6       |
| EDST 338–339 | Observation: Learning, Teaching, Assessment I-II                    | 2       |

|       | **Curriculum Theory**                                               |         |
| EDST 342–343 | Curriculum Studies I-II                                             | 8       |

|       | **Technology and Education**                                         |         |
| EDST 422 | Technology Education                                                 | 4       |

|       | **Literacy**                                                         |         |
| EDST 463 | Foundations of Reading                                               | 4       |
| EDST 464 | Multicultural Literacy                                               | 4       |

|       | **Equality of Opportunity**                                          |         |
| EDST 420 | Living in a Stratified Society                                       | 4       |

|       | Select two of the following:                                         | 6       |
| EDST 451 | Equal Opportunity: Ecojustice and Education                         |         |
| EDST 452 | Equal Opportunity: Poverty                                          |         |
| EDST 453 | Equal Opportunity: Racism                                           |         |
| EDST 454 | Equal Opportunity: Patriarchy                                       |         |
| EDST 455 | Equal Opportunity: Homophobia                                       |         |
| EDST 456 | Equal Opportunity: Colonization and Genocide                         |         |
| EDST 457 | Equal Opportunity: Diaspora and Immigration                         |         |
| EDST 458 | Observation: Equal Opportunity I 1                                    | 1       |

|       | **Additional Requirements**                                          |         |
|       | Mathematics courses                                                  |         |
|       | Science courses                                                      |         |
|       | Art courses                                                          |         |
|       | Music courses                                                        |         |
|       | Physical education courses                                           |         |

|       | **Total Credits**                                                    | 63      |
Course may be repeated twice in conjunction with registering for an Equal Opportunity course.

**Application and Admission**

Students must submit a formal application for admission to the major. Application to the major is made before beginning the junior year of study and may be made only during winter term of each academic year. Seniors who transfer from another university or change their major may be admitted but are not guaranteed graduation within one year. Application materials and directions are available on the College of Education website.

**Certificate in Educational Foundations—Secondary**

UO undergraduates who are preparing for careers as middle or high school teachers major in the subject area they will teach. The certificate in educational foundations—secondary is designed to complement the subject area preparation of undergraduates planning to be middle or high school teachers. The certificate gives future secondary teachers an advantage by giving them the opportunity to develop the knowledge and skills necessary for teaching in the classroom before they enroll in Graduate School. This preprofessional certificate prepares highly competitive students for admission into graduate teacher education programs or other graduate programs in Oregon and around the country.

**Four-Year Degree Plan**

*The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.*

**Bachelor of Arts in Educational Foundations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>First term of first-year second-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>language sequence</td>
</tr>
<tr>
<td>EDST 111</td>
<td>Educational Issues and Problems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td>Second term of first-year second-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>language sequence</td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Premajor course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third term of first-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 225 School and Representation in Film</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 471 Foundations of Algebra Learning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 472 Foundations of Geometry Learning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Premajor course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 331 Autobiography of Schooling</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 411 Childhood Studies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>
### General-education course in science 4

<table>
<thead>
<tr>
<th>Winter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 332 Learning, Teaching, and Assessment I</td>
<td>3</td>
</tr>
<tr>
<td>EDST 338 Observation: Learning, Teaching, Assessment I</td>
<td>1</td>
</tr>
<tr>
<td>EDST 420 Living in a Stratified Society</td>
<td>4</td>
</tr>
<tr>
<td>AAD 430 Youth Arts Curriculum and Methods</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 333 Learning, Teaching, and Assessment II</td>
<td>3</td>
</tr>
<tr>
<td>EDST 339 Observation: Learning, Teaching, Assessment II</td>
<td>1</td>
</tr>
<tr>
<td>EDST 440 Physical Education for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDST 422 Technology Education</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>EDST 111</td>
<td>Educational Issues and Problems</td>
<td>4</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Fundamentals of Elementary Mathematics I</td>
<td>4</td>
</tr>
<tr>
<td><strong>General-education course in arts and letters</strong></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDST 456</td>
<td>Equal Opportunity: Colonization and Genocide</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDST 458 or EDST 457</td>
<td>Observation: Equal Opportunity I or Equal Opportunity: Diaspora and Immigration</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 322</td>
<td>Music Fundamentals</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 411</td>
<td>Foundations of Disability I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 212</td>
<td>Fundamentals of Elementary Mathematics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>General-education course in social science</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Premajor course</strong></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Course Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Spring</td>
<td>MATH 213 Fundamentals of Elementary Mathematics III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Premajor course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Premajor course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minor elective</td>
<td>Possible requirement for minor</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>EDST 332 Learning, Teaching, and Assessment I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 338 Observation: Learning, Teaching, Assessment I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 420 Living in a Stratified Society</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AAD 430 Youth Arts Curriculum and Methods</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EDST 333 Learning, Teaching, and Assessment II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 339 Observation: Learning, Teaching, Assessment II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 422 Technology Education</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 440 Physical Education for Diverse Learners</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EDST 456 Equal Opportunity: Colonization and Genocide</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDST 458 Observation: Equal Opportunity I or Equal Opportunity: Diaspora and Immigration</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 322 Music Fundamentals</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 411 Foundations of Disability I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Studies

Master of Education in Curriculum and Teaching

Students pursuing a master of education degree (MEd) are admitted to the curriculum and teaching major through the K–12 licensure program, UO Teach, which emphasizes strong context area expertise, equity literacy, cultural responsive teaching, and extensive field experience. Completion of the program leads to a teaching license and a master of education degree (MEd) in curriculum and teaching.

The UO Teach program offers general-education specializations in elementary multiple subjects and secondary education in the following content endorsement areas:

1. English language arts
2. Social science
3. Science education (biology, chemistry, physics, or integrated general science)
4. Mathematics (advanced and foundational)
5. World languages (French, German, Japanese, Mandarin Chinese, and Spanish)

To ensure all graduates are trained to teach culturally and linguistically diverse youth, both specializations include embedded preparation for the English for Speakers of Other Languages (ESOL) endorsement.

UO Teach is a five-term, full-time program, though students may be accepted for a two-year, part-time program. The graduate program begins in June, preparing students for 34 weeks of progressive field experience in local schools, starting in the fall. It is a cohort-based program (students are taught as a community rather than as individuals) in which students explore approaches to teaching and learning that value individual student’s strengths, facilitates critical thinking, and reflect culturally responsive methods and practices of teaching that serve all learners. Study plans are based on endorsement area sequential courses.

Upon successful completion of related course work, field placement, and licensure requirements, candidates are eligible to apply for a Teacher Standards and Practices Commission Oregon teaching license. The preliminary teaching licenses and subsequent renewals and out-of-state transfers require a College of Education recommendation.

More information on the program is available at the website (https://education.uoregon.edu/uoteach).

Application and Admission

The program is competitive, with limited enrollment. Admission criteria include a bachelor’s degree with required content preparation, a 3.00 grade point average (GPA), demonstrated working experience with school-age youth, passing subject-area test scores for Oregon Educator Licensure Assessments (ORELA), a commitment to working with diverse populations, and strong communication skills. See the website for application details.

Master of Science in Curriculum and Teacher Education

Core Courses

- Foundations of education courses 8
- Teacher professionalism courses 8
- Research methodology courses 8

Specialization Courses

- Program courses 16
- Electives 16

Total Credits 56

This program is designed for those who already hold a teaching license but want to build on their knowledge by adding a master’s degree. Study plans are individualized based on an applicant’s educational pursuits. The program accepts applicants on an annual basis. Interested applicants may access the application from October through January 30; the program begins summer session, in June.

Enrollment is limited. Program admission is based on grade point average, recommendations, need in the field, and the results of an interview. See the website (https://education.uoregon.edu/program/curriculum-and-teachers-education) for application details.

Application and Admissions

Enrollment is limited. Program admission is based on grade point average, recommendations, need in the field, and the interview. See the website for application details.

English for Speakers of Other Languages (ESOL) Endorsement

The add-on endorsements in ESOL and ESOL–bilingual education prepare educators to serve students who enter the public school system with a native language other than English. Another goal of these
endorsement programs is to prepare teachers to view the native culture of an ESOL student as a source of pride and enrichment. Course work and field experiences develop teachers’

- planning, delivery, and assessment of ESOL instruction
- knowledge of effective second-language program models
- ability to serve as a resource to content teachers to ensure successful transition of a child from a sheltered program to the mainstream program
- ability to advocate for literacy in more than one language and for education with more than one cultural focus, resisting assimilationist approaches to ESOL education

**ESOL Endorsement Requirements**

<table>
<thead>
<tr>
<th>Courses</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>19</td>
</tr>
</tbody>
</table>

The program for the ESOL endorsement requires satisfactory completion of 19 credits, including four courses and a practicum. As an add-on endorsement, it is only available to licensed teachers.

Students who have completed an ESOL endorsement and are proficient in another language may add the bilingual endorsement by passing the appropriate Oregon Educator Licensure Assessments—National Evaluation Series language test. No course work is necessary for the bilingual endorsement.

**Reading Endorsement Requirements**

<table>
<thead>
<tr>
<th>Courses</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>27</td>
</tr>
</tbody>
</table>

The reading endorsement is an option available to those who already hold an Oregon teaching license and want to become reading interventionists. The program has a multilingual-multicultural emphasis that offers a linguistically and culturally inclusive approach to literacy education, including attention to the needs of speakers of other languages and nonstandard English. Students complete six courses and a practicum for a total of 27 credits.

**Application and Admissions**

Applicants must hold a teaching license. Students are admitted on a rolling basis but typically begin the program in summer or fall. For application information and deadlines, visit education.uoregon.edu/cted.

**Licensure**

Licensure programs of the Department of Education Studies meet the requirements for the Oregon Teacher Standards and Practices Commission for a preliminary teacher license in elementary multiple subjects and middle or high school education content areas. Endorsements are available in ESOL and ESOL-bilingual specialization and reading.

**Doctor of Philosophy in Critical and Sociocultural Studies in Education**

The University of Oregon doctor of philosophy degree (PhD) in critical and sociocultural studies in education (CSSE) emphasizes the development of expertise in research on curriculum, instruction, and teacher education. The program is designed to prepare candidates for work as faculty members at universities. Graduates may also pursue careers as researchers at state agencies or private research centers. The program requires disciplined study of the processes of teaching and learning as well as critical discussions about worthwhile teaching subjects. Courses of study in the program focus on

- the development of teachers as curriculum designers, critical and creative thinkers, and scholars of their practice
- the cognitive foundations of teaching practice
- the social and cultural context in which teaching and teacher education takes place
- the ideological, cultural, and philosophical foundations of educational practice
- extensive and rigorous preparation in qualitative and/or quantitative research methods

The program requires a minimum of 135 graduate credits, at least 84 of which must be earned after admission to the program.

**Admission**

The program is small—fewer than 10 students are admitted every two years. The next cohort will be admitted for fall 2019. Application details are available online (https://education.uoregon.edu/csse).

**Courses**

**EDST 111. Educational Issues and Problems. 4 Credits.**

Examines specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.

**EDST 196. Field Studies: [Topic]. 1-2 Credits.**

Repeatable.

**EDST 198. Workshop: [Topic]. 1-2 Credits.**

Repeatable.

**EDST 199. Special Studies: [Topic]. 1-5 Credits.**

Repeatable. A recent topic is Exploring Educational Studies.

**EDST 220. Beginning Applications in Educational Technology. 4 Credits.**

Development of skills and exploration of computer applications useful for communicating in an educational setting.

**EDST 225. School and Representation in Film. 4 Credits.**

Examines popular culture’s influence on schools and teachers along with the various mediating factors such as race, ethnicity, social class, gender, sexuality, religion, and nationality.

**EDST 231. Teaching in the 21st Century. 4 Credits.**

Exploration of who teachers are and what teachers do in urban, suburban, and rural school settings.

**EDST 331. Autobiography of Schooling. 4 Credits.**

Through critical autobiographies, case studies, readings and application activities, students examine and reflect on life in classrooms.

**EDST 332. Learning, Teaching, and Assessment I. 3 Credits.**

Students move beyond their own critical autobiographies of life in classrooms into various disciplinary literatures on learning, teaching, and assessment.

Prereq: EDST 331; coreq: EDST 338.
EDST 333. Learning, Teaching, and Assessment II. 3 Credits.
Focus on specific school subjects that provide a context for examining the basic assumptions underlying teaching, learning, and assessment. Prereq: EDST 332; coreq: EDST 339.

EDST 338. Observation: Learning, Teaching, Assessment I. 1 Credit.
Students focus on listening to children to better understand how they make sense of school subjects. Pre- or coreq: EDST 332.

EDST 339. Observation: Learning, Teaching, Assessment II. 1 Credit.
Focuses on developing skills in observation of learning, teaching, and assessments. Coreq: EDST 333.

EDST 342. Curriculum Studies I. 4 Credits.
Examines basic assumptions underlying curriculum in specific subject areas.

EDST 343. Curriculum Studies II. 4 Credits.
Examines basic assumptions underlying curriculum development in K-12 schools. Prereq: EDST 342.

EDST 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Exploring Educational Studies, IDEA Reading.

EDST 401. Research: [Topic]. 1-18 Credits.
Repeatable.

EDST 402. Supervised College Teaching. 1-6 Credits.
Repeatable.

EDST 404. Internship: [Topic]. 1-18 Credits.
Repeatable.

EDST 405. Reading and Conference: [Topic]. 1-18 Credits.
Repeatable.

EDST 406. Special Problems: [Topic]. 1-16 Credits.
Repeatable. Recent topics include Educational Foundations.

EDST 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.

EDST 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

EDST 409. Practicum: [Topic]. 1-18 Credits.
Repeatable. Topics include Integrated Licensure I, II, III.

EDST 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods.

EDST 411. Childhood Studies. 3 Credits.
Examines child development from within the context of specific development and ecological theories.

EDST 420. Living in a Stratified Society. 4 Credits.
Examines the stratification of wealth, status, and opportunity for advancement in our society.

EDST 422. Technology Education. 4 Credits.
Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field. Prereq: EDST 220.

EDST 440. Physical Education for Diverse Learners. 3 Credits.
Provides a variety of physical education and fitness activities appropriate for children with diverse abilities.

EDST 445. Equal Opportunity: Ecojustice and Education. 3 Credits.
Examines ways that schools, implicitly and explicitly, teach about the environment and human relationships to the environment. Prereq: EDST 420; coreq: EDST 458.

EDST 452. Equal Opportunity: Poverty. 3 Credits.
Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students. Prereq: EDST 420.

EDST 453. Equal Opportunity: Racism. 3 Credits.
Examines the historical development of the concept of race and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth. Prereq: EDST 420.

EDST 454. Equal Opportunity: Patriarchy. 3 Credits.
Examines the way gender affects educational experiences and influences the educational achievement of students. Prereq: EDST 420.

EDST 455. Equal Opportunity: Homophobia. 3 Credits.
Examines the way sexuality and sexual identity influence the educational experiences of students. Prereq: EDST 420. Coreq: EDST 458.

EDST 456. Equal Opportunity: Colonialization and Genocide. 3 Credits.
Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide. Prereq: EDST 420.

EDST 457. Equal Opportunity: Diaspora and Immigration. 3 Credits.
Examines the way educational institutions have responded to human migration generally and to immigrant students specifically. Prereq: EDST 420.

EDST 458. Observation: Equal Opportunity I. 1 Credit.
Engages students in the analysis of specific dimensions of educational opportunity in the field. Repeatable twice for a maximum of 3 credits. Prereq: EDST 420; coreq: one from EDST 451, 452, 453, 454, 455, 456, 457.

EDST 459. Foundations of Reading. 4 Credits.
Introduction to the various theoretical dimensions of reading and writing that form the foundation for understanding and teaching the complex texts children encounter today.

EDST 460. Multicultural Literacy. 4 Credits.
Introduces preservice teachers to literature written from ethnic, linguistic, social, and cultural perspectives and draws connections to broader cultural, social, historical, economic, and political contexts.

EDST 451. Foundations of Algebra Learning. 4 Credits.
Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 472.

EDST 452. Foundations of Geometry Learning. 4 Credits.
Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 471.

EDST 457. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.

EDST 501. Research: [Topic]. 1-18 Credits.
Repeatable.
EDST 510. Experimental Course: [Topic]. 1-5 Credits. Repeatable. Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods.

EDST 522. Technology Education. 4 Credits. Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field.

EDST 551. Equal Opportunity: Ecojustice and Education. 3 Credits. Examines ways that schools, implicitly and explicitly, teach about the environment and human relationships to the environment. Coreq: EDST 558.

EDST 552. Equal Opportunity: Poverty. 3 Credits. Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students.

EDST 553. Equal Opportunity: Racism. 3 Credits. Examines the historical development of the concept of race and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth.

EDST 554. Equal Opportunity: Patriarchy. 3 Credits. Examines the way gender affects educational experiences and influences the educational achievement of students.

EDST 555. Equal Opportunity: Homophobia. 3 Credits. Examines the way sexuality and sexual identity influence the educational experiences of students.

EDST 556. Equal Opportunity: Colonization and Genocide. 3 Credits. Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide.

EDST 557. Equal Opportunity: Diaspora and Immigration. 3 Credits. Examines the way educational institutions have responded to human migration generally and to immigrant students specifically.

EDST 558. Observation: Equal Opportunity I. 1 Credit. Engages students in the analysis of specific dimensions of educational opportunity in the field.

EDST 571. Foundations of Algebra Learning. 4 Credits. Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 572.

EDST 572. Foundations of Geometry Learning. 4 Credits. Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 571. Prereq: EDST 571.

EDST 601. Research: [Topic]. 1-16 Credits. Repeatable.

EDST 602. Supervised College Teaching. 1-9 Credits. Repeatable.

EDST 603. Dissertation. 1-16 Credits. Repeatable.

EDST 605. Reading & Conference: [Topic]. 1-9 Credits. Repeatable.

EDST 606. Field Studies: [Topic]. 1-9 Credits. Repeatable.

EDST 607. Seminar: [Topic]. 1-5 Credits. Repeatable.

EDST 608. Workshop: [Topic]. 1-5 Credits. Repeatable.

EDST 609. Practicum: [Topic]. 1-16 Credits. Repeatable.

EDST 610. Experimental Course. 1-5 Credits. Repeatable.

EDST 611. The Scholarship of Teaching. 4 Credits. Examines the recent emergence of a focus on teachers as reflective practitioners, inquirers, action researchers, and scholars of pedagogical understanding.

EDST 612. Foundations of Teaching and Learning. 3 Credits. Provides students with the psychological foundations of teaching and learning.

EDST 614. Cultural Context of Education. 4 Credits. Examines the cultural foundations of educational practice through a critical review of four decades of ethnographic research on school and student culture.

EDST 615. Technology and Education. 4 Credits. Introduction to major contemporary issues affecting education in the digital age.

EDST 616. Language, Power, and Education. 4 Credits. Examines the politics, policies, and practical realities associated with language and literacy in educational settings and how these issues affect all students to some degree.

EDST 618. Teaching English Language Development, K–12. 3 Credits. Examines best practices of delivering English-language development in light of federal and state standards, including teaching methods, technology, and parental involvement.

EDST 619. Teaching for Literacy. 4 Credits. Prepares middle and high school teachers who are expected to teach specific content areas and literacy strategies as part of a reading endorsement. Offered as needed.

EDST 620. Evolution and the Math Wars. 4 Credits. Focuses on the debates that influence, and in some cases overshadow, the teaching of mathematics and science from kindergarten to grade 12. Sequence with EDST 621, 622 (or 623, 624); 625, 626.

EDST 621. Representing Mathematical Concepts. 4 Credits. Students deepen their content knowledge, widen their understanding of student conceptualizations of mathematics, and reflect on their own mathematics instructional practices. Sequence with EDST 620, 622, 625, 626.

EDST 622. Mathematical Problem-Solving Curriculum. 4 Credits. Prepares students to view mathematics as a problem-solving field rather than a set of discrete skills and operational rules. Sequence with EDST 620, 621, 625, 626. Prereq: EDST 621.

EDST 623. Representing Science Concepts. 4 Credits. Examines why science is taught, what science subjects need to be taught, and how science is learned. Sequence with EDST 620, 624, 625, 626.

EDST 624. Scientific Problem-Solving Curriculum. 4 Credits. Presents science as a problem-solving field rather than a set of discrete facts and concepts. Introduces scientific literacy as the aim of science teaching. Sequence with EDST 620, 623, 625, 626. Prereq: EDST 623.
EDST 627. Introduction to Supportive Learning Communities. 1 Credit.
Introduces the teacher candidate to the necessary components for creating supportive and successful classroom communities, including interaction between motivation, "classroom management," and teacher-student relationships. Sequence with EDST 628.

EDST 628. Creating Supportive Classroom Communities. 3 Credits.
Builds on EDST 627 by providing specific research, experience, and strategies for developing classroom environments where student behaviors are focused on learning. Sequence with EDST 627.
Prereq: EDST 627.

EDST 630. Humanities Curriculum and Cultural Conflict. 4 Credits.
Examines the epistemology and conceptions of education that underlie the humanities curriculum at the secondary level. Sequence with EDST 631, 632 (or 633, 634 or 635, 636); 637; 638.

EDST 631. Representing Literature to Young People. 4 Credits.
Examines why literature is taught and the way teachers represent literary works to students. Sequence with EDST 630, 632, 637, 638.

EDST 632. Engaging Students in Writing. 4 Credits.
Overview of strategies and tools for engaging students in the writing process. Emphasis on genres of writing and use of technology to enhance student writing. Sequence with EDST 630, 631, 637, 638.
Prereq: EDST 631.

EDST 633. Representing Second-Language Concepts. 4 Credits.
Provides a research-based foundation for planning, teaching, assessing, and managing second-language learning for the great diversity of students encountered in middle and high school. Sequence with EDST 630, 634, 637, 638.

EDST 634. Second-Language Conversation and Composition. 4 Credits.
Advanced teaching methodologies, techniques, and skills to effectively promote proficiency and fluency in second languages. Sequence with EDST 630, 633, 637, 638.
Prereq: EDST 633.

EDST 635. Representing Social Studies Concepts. 4 Credits.
Examines why social studies is taught and the way teachers represent social studies concepts to students. Sequence with EDST 630, 636, 637, 638.

EDST 636. Social Studies Inquiry and Analysis. 4 Credits.
Explores the theory and practice of teaching social studies as a specialized form of inquiry. Sequence with EDST 630, 635, 637, 638.
Prereq: EDST 635.

EDST 638. English Language Learners Pedagogy for Humanities. 4 Credits.
Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the curricular mandates of mainstream language arts and social studies courses. Sequence with EDST 630; 631, 632 (or 633, 634 or 635, 636); 637.

EDST 640. Constructing Meaning through Literacy. 4 Credits.
Provides concepts and strategies used in teaching children to read. Focuses in particular on instruction for beginning and intermediate readers and writers. Sequence with EDST 641.

EDST 641. Developing Thoughtful Literary Practices. 4 Credits.
Examines the teaching of reading as a practice filled with cultural meaning, placing reading education in its wider social and cultural context.

EDST 642. Pedagogical Methods in the Humanities. 4 Credits.
Explores the application of language arts and social studies methods and strategies for future elementary school practitioners.

EDST 643. Teaching Mathematics: Facts and Inquiry. 4 Credits.
Focuses on four areas of instruction crucial to becoming a skillful beginning teacher of mathematics. Sequence with EDST 644.

EDST 644. Teaching Mathematics: Inquiry in Context. 4 Credits.
Investigates techniques and strategies used to effectively teach mathematics and assess students. Sequence with EDST 643.
Prereq: EDST 643.

EDST 645. Teaching Science: Detail and Discovery. 4 Credits.
Emphasizes science as a process of contemplating, exploring, and raising questions about the world in elementary classrooms.

EDST 646. English Language Learners Pedagogy for Elementary Classrooms. 4 Credits.
Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the mandates of elementary-level curriculum.

EDST 650. Teacher Education: Policy and Practice. 4 Credits.
Explores the work of contemporary scholars who are attempting to bridge the division between policy and practice in teacher education. Offered alternate years.

EDST 652. Teacher Education: Analyzing Foundational Concepts. 4 Credits.
Examines foundational concepts that shape research and practice in teacher education. Offered alternate years.

EDST 654. Learning and Motivational Sciences. 4 Credits.
Survey of the learning and motivational sciences for advanced graduate students. Offered alternate years.

EDST 660. Urban Schools: History and Politics. 4 Credits.
Examines the historical, economic, political, legal, and social context of contemporary urban schooling systems. Offered alternate years.

EDST 661. Sociology: From Reproduction to Resistance. 4 Credits.
Focuses on the ways schools reproduce, reinforce, and challenge prevailing social, economic, and political relationships. Offered alternate years.

EDST 662. Curriculum Theory: Contesting Educational Content. 4 Credits.
Survey of the history of curriculum theory, the subfield that asks the fundamental question, what is worth teaching? Offered alternate years.

EDST 663. Education and Immigration. 4 Credits.
Examines the way educational institutions have responded to human migration generally and to immigrant students, with an emphasis on bilingual education policy. Offered alternate years.

EDST 666. Thesis Writing. 4 Credits.
Seminar for doctoral students who have advanced to candidacy. Emphasis is on support through the dissertation proposal writing process. Repeatable as needed.

EDST 667. Grant Writing: Finding Funders. 4 Credits.
Provides graduate students with the knowledge and skills needed to write successful grant proposals for research, professional development, and curriculum development projects.

EDST 670. Philosophy of Research. 4 Credits.
Examines the philosophical assumptions that underlie various research methodologies in the human and social sciences.
EDST 673. Advanced Qualitative Methodology: Arts-Based Approaches. 4 Credits.
Examines contemporary reflexive social science research writing, focusing on experimentation with the form used by researchers to communicate insights about human affairs. Pre- or coreq: EDUC 630, EDUC 632, EDUC 634.

Special Education and Clinical Sciences

Laura Lee McIntyre, Department Head
541-346-9148
541-346-0683 fax
340 HEDCO Education Building

Through teaching, research, and service, the Department of Special Education and Clinical Sciences seeks to improve the quality of education, employment, and community living for children and adults with special needs and their families. The department has three graduate majors: communication disorders and sciences, school psychology, and special education. The department also offers an undergraduate degree in communication disorders and sciences as well as a minor in special education.

Faculty


Lisa Hellemm, lecturer (teacher training, supervision); practicum coordinator. BMusEd, 1986, Willamette; PhD, 1991, Oregon. (1993)

Kathleen Jungjohann, senior instructor (teacher training, supervision, instructional design). BA, 1972, California, Santa Barbara; MA, 1980, Oregon. (1988)


Kent McIntosh, professor (behavior management, research design, applied behavior analysis); director, educational and community supports. BA, 1997, Duke; MS, 2003, PhD, 2005, Oregon. (2012)


Gerald Tindal, educational methodology, policy, and leadership

• Bachelor of Arts (p. 718)
• Bachelor of Science (p. 718)
• Minor

Communication Disorders and Sciences

Karen McLaughlin, Director, Undergraduate Studies
541-346-2480
kdurany@uoregon.edu

The undergraduate program for communication disorders and sciences includes courses in basic processes of speech, language, and hearing as well as courses that survey speech, language, and hearing disorders that affect communication across the life span. The undergraduate program prepares students for graduate training in speech pathology or audiology. It also prepares students to work in other fields where knowledge of speech, language, and communication is important, such as early intervention and special education.

Students may earn a bachelor of science (BS) or bachelor of arts (BA) degree with a major in communication disorders and sciences. Both degrees require 60 credits in communication disorders and sciences and related courses and 16 credits in required science and statistics courses. Students must earn a C– or better or P in required courses.

Course work in the major focuses on acquiring knowledge in the following areas:

• anatomical-physiological bases of speech, language, and hearing
• acoustic properties of sound and speech production
• role of biology, cognition, environment, and culture in language acquisition
• development of speech and language
• speech, language, and hearing disorders across the life span
• assessment and treatment procedures for individuals with speech, language, and hearing disorders
• professional issues in speech-language-pathology and audiology

Barbara D. Bateman, professor emerita. BS, 1954, Washington (Seattle); MA, 1958, San Francisco State; PhD, 1962, Illinois; JD, 1976, Oregon. (1966)

Diane D. Bricker, professor emerita. BA, 1959, Ohio State; MS, 1965, Oregon; PhD, 1970, George Peabody. (1978)


Russell M. Gersten, professor emeritus. BA, 1967, Brandeis; PhD, 1978, Oregon. (1977)

The following program plans contain specific, required major courses in addition to sample courses a student may select to meet other major and university requirements.

**Bachelor of Art Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 150</td>
<td>Structure of English Words</td>
<td>4</td>
</tr>
<tr>
<td>CDS 201</td>
<td>Communication Disorders in Society and Media</td>
<td>4</td>
</tr>
<tr>
<td>ASL 311</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CDS 430</td>
<td>Speech Pathology-Audiology as Professions</td>
<td>2</td>
</tr>
<tr>
<td>CDS 431</td>
<td>Beginning Clinical Methods</td>
<td>3</td>
</tr>
<tr>
<td>CDS 442</td>
<td>Anatomy and Physiology of Speech Mechanism</td>
<td>4</td>
</tr>
<tr>
<td>CDS 443</td>
<td>Acoustics of Speech</td>
<td>4</td>
</tr>
<tr>
<td>CDS 444</td>
<td>Clinical Phonetics and Phonology</td>
<td>4</td>
</tr>
<tr>
<td>CDS 450</td>
<td>Introduction to Language Development</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 450</td>
<td>Data and Information Retrieval</td>
<td>1</td>
</tr>
<tr>
<td>CDS 451</td>
<td>Later Language Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 455</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 457</td>
<td>Fundamentals of Audiology</td>
<td>4</td>
</tr>
<tr>
<td>CDS 458</td>
<td>Audiology Disorders and Treatment</td>
<td>4</td>
</tr>
<tr>
<td>CDS 460</td>
<td>Developmental Disorders in Communication</td>
<td>4</td>
</tr>
<tr>
<td>CDS 470</td>
<td>Neuroscience of Speech and Language</td>
<td>4</td>
</tr>
<tr>
<td>Social-behavioral science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Biological science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Physical science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Statistics course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 311</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CDS 431</td>
<td>Beginning Clinical Methods</td>
<td>3</td>
</tr>
<tr>
<td>CDS 451</td>
<td>Later Language Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 458</td>
<td>Audiology Disorders and Treatment</td>
<td>4</td>
</tr>
<tr>
<td>CDS 460</td>
<td>Developmental Disorders in Communication</td>
<td>4</td>
</tr>
<tr>
<td>CDS 462</td>
<td>Acquired Disorders of Communication</td>
<td>4</td>
</tr>
<tr>
<td>CDS 470</td>
<td>Neuroscience of Speech and Language</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits:** 77

**Bachelor of Science Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 150</td>
<td>Structure of English Words</td>
<td>4</td>
</tr>
<tr>
<td>CDS 201</td>
<td>Communication Disorders in Society and Media</td>
<td>4</td>
</tr>
<tr>
<td>ASL 311</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CDS 430</td>
<td>Speech Pathology-Audiology as Professions</td>
<td>2</td>
</tr>
<tr>
<td>CDS 431</td>
<td>Beginning Clinical Methods</td>
<td>3</td>
</tr>
<tr>
<td>CDS 442</td>
<td>Anatomy and Physiology of Speech Mechanism</td>
<td>4</td>
</tr>
<tr>
<td>CDS 443</td>
<td>Acoustics of Speech</td>
<td>4</td>
</tr>
<tr>
<td>CDS 444</td>
<td>Clinical Phonetics and Phonology</td>
<td>4</td>
</tr>
<tr>
<td>CDS 450</td>
<td>Introduction to Language Development</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 450</td>
<td>Data and Information Retrieval</td>
<td>1</td>
</tr>
<tr>
<td>CDS 451</td>
<td>Later Language Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 455</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 457</td>
<td>Fundamentals of Audiology</td>
<td>4</td>
</tr>
<tr>
<td>CDS 458</td>
<td>Audiology Disorders and Treatment</td>
<td>4</td>
</tr>
<tr>
<td>CDS 460</td>
<td>Developmental Disorders in Communication</td>
<td>4</td>
</tr>
<tr>
<td>CDS 462</td>
<td>Acquired Disorders of Communication</td>
<td>4</td>
</tr>
<tr>
<td>CDS 470</td>
<td>Neuroscience of Speech and Language</td>
<td>4</td>
</tr>
<tr>
<td>Social-behavioral science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Biological science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Physical science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Statistics course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits:** 77

**Program Plan**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 150</td>
<td>Structure of English Words</td>
<td>4</td>
</tr>
<tr>
<td>CDS 201</td>
<td>Communication Disorders in Society and Media</td>
<td>4</td>
</tr>
<tr>
<td>CDS 430</td>
<td>Speech Pathology-Audiology as Professions</td>
<td>2</td>
</tr>
<tr>
<td>EDLD 450</td>
<td>Data and Information Retrieval</td>
<td>1</td>
</tr>
<tr>
<td>Science courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Statistics course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits:** 27

**Third Year**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS 442</td>
<td>Anatomy and Physiology of Speech Mechanism</td>
<td>4</td>
</tr>
<tr>
<td>CDS 443</td>
<td>Acoustics of Speech</td>
<td>4</td>
</tr>
<tr>
<td>CDS 444</td>
<td>Clinical Phonetics and Phonology</td>
<td>4</td>
</tr>
<tr>
<td>CDS 450</td>
<td>Introduction to Language Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 455</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 457</td>
<td>Fundamentals of Audiology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 311</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CDS 431</td>
<td>Beginning Clinical Methods</td>
<td>3</td>
</tr>
<tr>
<td>CDS 451</td>
<td>Later Language Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 458</td>
<td>Audiology Disorders and Treatment</td>
<td>4</td>
</tr>
<tr>
<td>CDS 460</td>
<td>Developmental Disorders in Communication</td>
<td>4</td>
</tr>
<tr>
<td>CDS 462</td>
<td>Acquired Disorders of Communication</td>
<td>4</td>
</tr>
<tr>
<td>CDS 470</td>
<td>Neuroscience of Speech and Language</td>
<td>4</td>
</tr>
<tr>
<td>Social-behavioral science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Biological science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Physical science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Statistics course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits:** 50

**Program Plan**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 150</td>
<td>Structure of English Words</td>
<td>4</td>
</tr>
<tr>
<td>CDS 201</td>
<td>Communication Disorders in Society and Media</td>
<td>4</td>
</tr>
<tr>
<td>ASL 311</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CDS 430</td>
<td>Speech Pathology-Audiology as Professions</td>
<td>2</td>
</tr>
<tr>
<td>CDS 431</td>
<td>Beginning Clinical Methods</td>
<td>3</td>
</tr>
<tr>
<td>CDS 442</td>
<td>Anatomy and Physiology of Speech Mechanism</td>
<td>4</td>
</tr>
<tr>
<td>CDS 443</td>
<td>Acoustics of Speech</td>
<td>4</td>
</tr>
<tr>
<td>CDS 444</td>
<td>Clinical Phonetics and Phonology</td>
<td>4</td>
</tr>
<tr>
<td>CDS 450</td>
<td>Introduction to Language Development</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 450</td>
<td>Data and Information Retrieval</td>
<td>1</td>
</tr>
<tr>
<td>CDS 451</td>
<td>Later Language Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 455</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 457</td>
<td>Fundamentals of Audiology</td>
<td>4</td>
</tr>
<tr>
<td>CDS 458</td>
<td>Audiology Disorders and Treatment</td>
<td>4</td>
</tr>
<tr>
<td>CDS 460</td>
<td>Developmental Disorders in Communication</td>
<td>4</td>
</tr>
<tr>
<td>CDS 462</td>
<td>Acquired Disorders of Communication</td>
<td>4</td>
</tr>
<tr>
<td>CDS 470</td>
<td>Neuroscience of Speech and Language</td>
<td>4</td>
</tr>
<tr>
<td>Social-behavioral science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Biological science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Physical science course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Statistics course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits:** 77

**Program Plan**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 150</td>
<td>Structure of English Words</td>
<td>4</td>
</tr>
<tr>
<td>CDS 201</td>
<td>Communication Disorders in Society and Media</td>
<td>4</td>
</tr>
<tr>
<td>CDS 430</td>
<td>Speech Pathology-Audiology as Professions</td>
<td>2</td>
</tr>
<tr>
<td>EDLD 450</td>
<td>Data and Information Retrieval</td>
<td>1</td>
</tr>
<tr>
<td>Science courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Statistics course</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits:** 27
Minor Requirements

<table>
<thead>
<tr>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required course credits</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>

1 Elective credits will depend on the option chosen.

Application and Admission

Before applying to the minor program, students must complete at least 1 credit of Field Studies: [Topic] (SPED 408) (or have a Petition to Waiver form on file with the minor coordinator), Seminar: [Topic] (SPED 407), and Foundations of Disability I (SPED 411) with a minimum grade of B– or P. Students apply to the department and are assigned a minor advisor, who helps plan a course of study. Applications are available online (https://oregon.qualtrics.com/jfe/form/SV_6u9NcbWGF9E9f).

Certificate in Special Education

Elisa Jamgochian, Program Coordinator
340 HEDCO Education Building
ejamgoch@uoregon.edu
541-346-5185

The department offers a certificate in special education for students who are interested in a career in public education, human services and social work, or a related field. This certificate is designed to provide foundational knowledge about the field of special education and would benefit students interested in a career in supporting students with disabilities in public school, agency, or community settings. The certificate has an emphasis on developing skills and knowledge in three areas: foundations of disability, instructional methods for students with disabilities, and behavioral and social emotional supports for students with disabilities.

The certificate is available to all students interested in working with students and families with disabilities but does not replace formal teacher licensure programs that are available through graduate study at the University of Oregon. Completion of the certificate will, however, waive some of the prerequisites for students who enter the graduate special education program, providing certificate recipients an option for an accelerated pathway to licensure in special education and a master’s degree.

The certificate requires 31 400-level course credits (which includes an American Sign Language requirement).

Courses must be taken for a letter grade unless only offered pass/no pass. Graded courses must be passed with a grade of B– or better so that students are sufficiently prepared to be successful in completing the required practicum experience. If a student receives a grade lower than a B–, the certificate advisor and clinical supervisor will meet to determine if the student has the skills and knowledge to complete the required practicum experience, Practicum: [Topic] (SPED 409).

Students completing this certificate cannot also obtain the minor in special education.

Admissions and Application

Before applying to the certificate program, students must complete at least 1 credit of Field Studies: [Topic] (SPED 408) (or have a Petition to Waiver form on file with the minor coordinator), Seminar: [Topic] (SPED 407), and Foundations of Disability I (SPED 411) with a minimum grade of B– or P.

Applications are available online. Students are asked to submit a professional goal statement and two letters of recommendation along with their application. An initial interview and advising meeting with the program coordinator is also required. Admitted students must have a signed program plan and a copy of their College of Education ID badge on file with the coordinator.

Students must meet with the department’s undergraduate advisor to develop an academic program plan and ensure that general university requirements and communication disorders and sciences prerequisites are met. Beginning fall term of their junior year, students must follow the program plan of courses in their prescribed sequence. Students who fail to do so will likely delay their graduation date.

Special Education Minor

Elisa Jamgochian, Coordinator
340 HEDCO Education Building
ejamgoch@uoregon.edu
541-346-5185

The minor in special education is for students who plan to pursue a career teaching in general or special education, are interested in working in nonschool settings with individuals who have disabilities, or want to study issues concerning people with special needs. The minor consists of a core of required course work and electives. Some of these credits can be applied toward meeting the requirements for an Oregon special educator teaching license.

The requirements for the minor consist of 7 core credits and 17 elective credits. Electives provide students with a breadth of interdisciplinary options. Students may plan a course of study that introduces them to the field of special education and prepares them to begin a licensure program, focusing on classroom settings and specific instructional skills and strategies for teaching students with disabilities. Other major course work such as English, comparative literature, law, journalism, architecture, arts administration, business, or planning, public policy and management may be augmented by completing minor course work focused on broad issues concerning people with disabilities. The option provides an enhanced understanding of perspectives on disability and issues in each student’s chosen profession.

Elective credits will depend on the option chosen.

Certificate in Special Education

Elisa Jamgochian, Program Coordinator
340 HEDCO Education Building
ejamgoch@uoregon.edu
541-346-5185

The department offers a certificate in special education for students who are interested in a career in public education, human services and social work, or a related field. This certificate is designed to provide foundational knowledge about the field of special education and would benefit students interested in a career in supporting students with disabilities in public school, agency, or community settings. The certificate has an emphasis on developing skills and knowledge in three areas: foundations of disability, instructional methods for students with disabilities, and behavioral and social emotional supports for students with disabilities.

The certificate is available to all students interested in working with students and families with disabilities but does not replace formal teacher licensure programs that are available through graduate study at the University of Oregon. Completion of the certificate will, however, waive some of the prerequisites for students who enter the graduate special education program, providing certificate recipients an option for an accelerated pathway to licensure in special education and a master’s degree.

The certificate requires 31 400-level course credits (which includes an American Sign Language requirement).

Courses must be taken for a letter grade unless only offered pass/no pass. Graded courses must be passed with a grade of B– or better so that students are sufficiently prepared to be successful in completing the required practicum experience. If a student receives a grade lower than a B–, the certificate advisor and clinical supervisor will meet to determine if the student has the skills and knowledge to complete the required practicum experience, Practicum: [Topic] (SPED 409).

Students completing this certificate cannot also obtain the minor in special education.

Admissions and Application

Before applying to the certificate program, students must complete at least 1 credit of Field Studies: [Topic] (SPED 408) (or have a Petition to Waiver form on file with the minor coordinator), Seminar: [Topic] (SPED 407), and Foundations of Disability I (SPED 411) with a minimum grade of B– or P.

Applications are available online. Students are asked to submit a professional goal statement and two letters of recommendation along with their application. An initial interview and advising meeting with the program coordinator is also required. Admitted students must have a signed program plan and a copy of their College of Education ID badge on file with the coordinator.

Students must meet with the department’s undergraduate advisor to develop an academic program plan and ensure that general university requirements and communication disorders and sciences prerequisites are met. Beginning fall term of their junior year, students must follow the program plan of courses in their prescribed sequence. Students who fail to do so will likely delay their graduation date.

Special Education Minor

Elisa Jamgochian, Coordinator
340 HEDCO Education Building
ejamgoch@uoregon.edu
541-346-5185

The minor in special education is for students who plan to pursue a career teaching in general or special education, are interested in working in nonschool settings with individuals who have disabilities, or want to study issues concerning people with special needs. The minor consists of a core of required course work and electives. Some of these credits can be applied toward meeting the requirements for an Oregon special educator teaching license.

The requirements for the minor consist of 7 core credits and 17 elective credits. Electives provide students with a breadth of interdisciplinary options. Students may plan a course of study that introduces them to the field of special education and prepares them to begin a licensure program, focusing on classroom settings and specific instructional skills and strategies for teaching students with disabilities. Other major course work such as English, comparative literature, law, journalism, architecture, arts administration, business, or planning, public policy and management may be augmented by completing minor course work focused on broad issues concerning people with disabilities. The option provides an enhanced understanding of perspectives on disability and issues in each student’s chosen profession.

Elective credits will depend on the option chosen.
Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Communication Disorders and Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 121</td>
<td>Introduction to Human Physiology</td>
<td>4</td>
<td>BI 121 is a suggestion; one course must be taken freshman year that fulfills the biological science requirement. Courses that satisfy this requirement include biology, human physiology, neuroanatomy, and genetics. Biology courses must have an animal focus.</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td>First term of first-year second-language sequence</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 152</td>
<td>Physics of Sound and Music</td>
<td>4</td>
<td>PHYS 152 is a suggestion; one course must be taken freshman or sophomore year that fulfills the physical science requirement. Courses that satisfy this requirement include chemistry or physics.</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Second Year** | | | |
| **Fall** | | | |
| CDS 201 | Communication Disorders in Society and Media | 4 | Course required for majors; satisfies identity, pluralism, and tolerance multicultural requirement |
| LING 150 | Structure of English Words | 4 | LING 150 is a recommended prerequisite for sophomore year; satisfies general-education requirement in arts and letters |
| **Credits** | | | | 16 |
| **Winter** | | | |
| Second term of second-year second-language sequence | | 4 |
| General education course in social science | | 4 |
| General-education courses in arts and letters | | 8 |
| **Credits** | | | | 16 |
The University of Oregon

Spring
CDS 430 | Speech Pathology-Audiology as Professions | 2

Third term of second-year second-language sequence | 4
General-education course in social science | 4
General-education course in science | 4

Credits | 14

Total Credits | 46

Course | Title | Credits | Milestones
--- | --- | --- | ---
Third Year | | | 
Fall | EDLD 450 | Data and Information Retrieval | 1
CDS 442 | Anatomy and Physiology of Speech Mechanism | 4
CDS 450 | Introduction to Language Development | 4

General-education course in social science | 4

Credits | 13

Winter | | | 
CDS 455 | Child and Adolescent Development | 4
CDS 443 | Acoustics of Speech | 4
Elective courses | | | 8

Credits | 16

Spring | | | 
CDS 444 | Clinical Phonetics and Phonology | 4
CDS 457 | Fundamentals of Audiology | 4
Elective courses | | | 8

Credits | 16

Total Credits | 45

Course | Title | Credits | Milestones
--- | --- | --- | ---
Fourth Year | | | 
Fall | CDS 446 | Services for Deaf Students | 3
CDS 458 | Audiology Disorders and Treatment | 4

CDS 460 | Developmental Disorders in Communication | 4

Elective course | | | 4

Credits | 15

Winter | | | 
CDS 451 | Later Language Development | 4
CDS 470 | Neuroscience of Speech and Language | 4

Elective courses | | | 8

Credits | 16

Spring | | | 
CDS 431 | Beginning Clinical Methods | 3
CDS 462 | Acquired Disorders of Communication | 4

Elective courses | | | 8

Credits | 15

Total Credits | 46

Bachelor of Science in Communication Disorders and Sciences

Course | Title | Credits | Milestones
--- | --- | --- | ---
First Year | | | 
Fall | WR 121 | College Composition I | 4
MATH 105 | University Mathematics I | 4

MATH 105 is a suggestion; math courses should be selected based on placement test scores and student interest.

BI 121 | Introduction to Human Physiology | 4

BI 121 is just a suggestion; one course must be taken freshman year that fulfills the biological science requirement. Courses that satisfy this requirement include biology, human physiology, neuroanatomy, and genetics; biology courses must have an animal focus.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122 College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 111 College Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 202 Mind and Society</td>
<td>4</td>
<td>PSY 202 is a suggestion; courses in psychology, sociology, public health, or social or cultural anthropology fulfill the social-behavioral science requirement</td>
</tr>
<tr>
<td>PHYS 152 Physics of Sound and Music</td>
<td>4</td>
<td>PHYS 152 is a suggestion; one course must be taken freshman or sophomore year that fulfills the physical science requirement. Courses that satisfy this requirement include chemistry or physics</td>
</tr>
<tr>
<td>MATH 243 Introduction to Probability and Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course that also satisfies a multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 150 Structure of English Words</td>
<td>4</td>
<td>LING 150 is a recommended prerequisite for sophomore year; satisfies general-education arts and letters requirement</td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>46</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 450 Data and Information Retrieval</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CDS 442 Anatomy and Physiology of Speech Mechanism</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CDS 450 Introduction to Language Development</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDS 455 Child and Adolescent Development</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CDS 443 Acoustics of Speech</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Course Title and Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS 444</td>
<td>Clinical Phonetics and Phonology</td>
<td>4</td>
</tr>
<tr>
<td>CDS 457</td>
<td>Fundamentals of Audiology</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Milestones

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS 446</td>
<td>Services for Deaf Students</td>
<td>3</td>
</tr>
<tr>
<td>CDS 458</td>
<td>Audiology Disorders and Treatment</td>
<td>4</td>
</tr>
<tr>
<td>CDS 460</td>
<td>Developmental Disorders in Communication</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Course Title and Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS 451</td>
<td>Later Language Development</td>
<td>4</td>
</tr>
<tr>
<td>CDS 470</td>
<td>Neuroscience of Speech and Language</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Course Title and Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS 431</td>
<td>Beginning Clinical Methods</td>
<td>3</td>
</tr>
<tr>
<td>CDS 462</td>
<td>Acquired Disorders of Communication</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Graduation Milestones

- Master of Arts in Communication Disorders and Sciences
- Master of Arts in School Psychology
- Master of Education in Special Education
- Master of Science in Communication Disorders and Sciences
- Doctor of Education in Special Education
- Doctor of Philosophy in Communication Disorders and Sciences
- Doctor of Philosophy in School Psychology

### Graduate Studies

**Communication Disorders and Sciences**

McKay Moore Sohlberg, Program Director  
541-346-2586  
541-346-6778 fax  
HEDCO Education Building, Second Floor  
cds@uoregon.edu  
education.uoregon.edu/CDS

The graduate program offers master’s and doctoral degrees in communication disorders and sciences. The master’s program offers all of the courses and clinical experiences required for the American Speech-Language-Hearing Association Certificate of Clinical Competence. The program also offers course work and clinical experiences required to obtain an Oregon teaching license to work in the public schools. The doctoral program emphasizes advanced scholarship in a specialized area of speech-language pathology.

### Accreditation

The master’s degree program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

### Master’s Degree

McKay Moore Sohlberg, Program Director  
541-346-2586  
541-346-6778 fax  
HEDCO Education Building, Second Floor

The master’s degree program provides students with the opportunity to acquire and apply knowledge, skills, and competencies necessary for work with individuals of all ages and of varying social, cultural, linguistic, and economic backgrounds who have cognitive communication and/or swallowing disorders.

The communication disorders and sciences degree leads to a master of arts (MA) or master of science (MS) degree. A planned program for the master’s degree must be filed with the department secretary.

Students who have fulfilled the undergraduate prerequisites typically spend two fall-through-spring academic years and one summer session completing the degree as a full-time student. Every student completes an evidence-based practice project, equivalent to a master’s thesis, that integrates research and applied clinical experience. A minimum cumulative GPA of 3.00 is required for students to maintain good standing in the program and for graduation.

### Application and Admission

On the average, the communication disorders and sciences program admits 30 master’s degree applicants each year. Applicants should have a minimum overall GPA of 3.00 with a 3.50 GPA in their major. The Graduate Record Examination is required for admission.

Students for whom English is not a native language must pass the Test of English as a Foreign Language (TOEFL) with a score of 600 or above for the paper version or a score of 100 or above for the Internet-based version. International students who plan to participate in clinical practicums and work toward national certification by the American Speech-Language-Hearing Association must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of 50.
Applications for admission are available online at the communication disorders and sciences website. Application materials must be received by January 15 for entry the following September.

**Master of Arts Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS 606</td>
<td>Special Problems: [Topic]</td>
<td>1-3</td>
</tr>
<tr>
<td>CDS 607</td>
<td>Seminar: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td>CDS 608</td>
<td>Workshop: [Topic] (Evidence-Based Project Research)</td>
<td>3</td>
</tr>
<tr>
<td>CDS 609</td>
<td>Practicum: [Topic] (Externship)</td>
<td>1-15</td>
</tr>
<tr>
<td>CDS 609</td>
<td>Practicum: [Topic] (September Experience)</td>
<td>3</td>
</tr>
<tr>
<td>CDS 609</td>
<td>Practicum: [Topic] (Speech-Language-Hearing)</td>
<td>1-4</td>
</tr>
<tr>
<td>CDS 625</td>
<td>Final Full-Time Practicum</td>
<td>1-15</td>
</tr>
<tr>
<td>CDS 626</td>
<td>Professional Practices in the Schools</td>
<td>1</td>
</tr>
<tr>
<td>CDS 649</td>
<td>Assessment and Treatment of Feeding and Swallowing Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 651</td>
<td>School-Age Language Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 652</td>
<td>Speech Sound Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 654</td>
<td>Management of Adult Language Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 655</td>
<td>Stuttering</td>
<td>3</td>
</tr>
<tr>
<td>CDS 656</td>
<td>Voice Science and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDS 657</td>
<td>Augmentative Procedures for Communication Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CDS 660</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDS 663</td>
<td>Management of Acquired Cognitive Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 665</td>
<td>Language Disorders in Children</td>
<td>4</td>
</tr>
<tr>
<td>CDS 706</td>
<td>Special Problems: [Topic]</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Total Credits** 48-83

The MA requires the equivalent of two years of a second language.

**Master of Science Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS 606</td>
<td>Special Problems: [Topic]</td>
<td>1-3</td>
</tr>
<tr>
<td>CDS 607</td>
<td>Seminar: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td>CDS 608</td>
<td>Workshop: [Topic] (Evidence-Based Project Research)</td>
<td>3</td>
</tr>
<tr>
<td>CDS 609</td>
<td>Practicum: [Topic] (Externship)</td>
<td>1-15</td>
</tr>
<tr>
<td>CDS 609</td>
<td>Practicum: [Topic] (September Experience)</td>
<td>3</td>
</tr>
<tr>
<td>CDS 609</td>
<td>Practicum: [Topic] (Speech-Language-Hearing)</td>
<td>1-4</td>
</tr>
<tr>
<td>CDS 625</td>
<td>Final Full-Time Practicum</td>
<td>1-15</td>
</tr>
<tr>
<td>CDS 626</td>
<td>Professional Practices in the Schools</td>
<td>1</td>
</tr>
<tr>
<td>CDS 649</td>
<td>Assessment and Treatment of Feeding and Swallowing Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 651</td>
<td>School-Age Language Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 652</td>
<td>Speech Sound Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 654</td>
<td>Management of Adult Language Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 655</td>
<td>Stuttering</td>
<td>3</td>
</tr>
<tr>
<td>CDS 656</td>
<td>Voice Science and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDS 657</td>
<td>Augmentative Procedures for Communication Disorders</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS 660</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDS 663</td>
<td>Management of Acquired Cognitive Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CDS 665</td>
<td>Language Disorders in Children</td>
<td>4</td>
</tr>
<tr>
<td>CDS 706</td>
<td>Special Problems: [Topic]</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Total Credits** 48-83

**ASHA Requirements**

In addition to the core master's degree requirements, additional course work may be needed to fulfill ASHA certification requirements. Of the 50 credits, 36 must be taken at the graduate level.

**Doctoral Degree**

McKay Moore Sohliberg, Program Director
541-346-2586
541-346-6778 fax
HEDCO Education Building, Second Floor

The doctoral degree (PhD) in communication disorders and sciences emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The doctoral degree program is designed to meet the needs of students from various backgrounds and to train future scholars in the profession.

**Doctoral Degree Requirements**

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation research</td>
<td>18</td>
</tr>
<tr>
<td>Courses in primary area of specialization</td>
<td>21</td>
</tr>
<tr>
<td>Courses in collateral or secondary area</td>
<td>9</td>
</tr>
<tr>
<td>Research methodology</td>
<td>24</td>
</tr>
<tr>
<td>Other required courses</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits** 78

Options for primary area of specialization include child and adolescent language, early language, swallowing, cognitive rehabilitation, and multicultural issues. The collateral or secondary area may involve courses in more than one academic department. Examples of collateral areas are neuropsychology, linguistics, or developmental psychology. Doctoral students must choose an area of research interest (e.g., single-subject or quantitative methodologies). Other requirements are detailed in the **Doctoral Program Handbook**, available through the program office.

**Application and Admission**

Students should have a GPA of at least 3.50 and have taken the Graduate Record Examination. Most applicants have a master's degree and their certificate of clinical competence upon admission.

Applications for admission are available online at the Communication Disorders and Sciences website. Application materials must be received by January 15 for entry the following September.

Upon admission and in consultation with the student, an academic advisor is selected, taking into account the student's personal and professional goals. This advisor chairs the student's program committee.

**Special Education**

Wendy Machalicek, Program Director
142 Lorry I. Lokey Education Building
541-346-4404
Master’s and doctoral degrees are offered under the special education major. The master’s specializations include early intervention–early childhood and kindergarten through 12th grade, cross-categorical. The doctoral focus includes emphases in positive behavior support, low-incidence disabilities, early intervention, prevention and academic interventions, and secondary-transition services.

Graduates attain positions in the United States and abroad working in community- and family-based programs; teaching young children; conducting individual and group intervention programs; managing residential living centers; coordinating in-service training programs; consulting with teachers about educating children with disabilities in general-education classrooms and school settings; conducting research; serving in higher-education faculty positions; working in the administration of special-education programs; and delivering best practices in collaboration with a variety of professions in a range of settings.

Students earn initial teaching credentials in licensure and endorsement programs but can also pursue the master’s degree to enhance their skills as early interventionists, special education teachers, or consultants; to work in adult service programs for people with disabilities; or to prepare for the doctoral program.

The doctoral program in special education prepares individuals for research and teaching positions in higher education, research positions with private foundations, administrative positions in school districts and other state educational agencies, and consultation positions in professional education.

**Master’s Degree**

Students may work toward a master of arts (MA), master of science (MS), or master of education (MEd) degree in several areas of special education. For the MA degree the candidate must demonstrate proficiency in a second language. For the MEd degree the candidate must have a valid teaching license and have completed at least one year of successful classroom teaching in the United States.

The program of study leading to the master’s degree requires a minimum of 45 credits of graduate work. The program of study includes required core courses, associated field studies, electives, and a terminal project.

**Doctoral Degree**

The department offers doctor of education (DEd) and doctor of philosophy (PhD) degrees with focus areas in positive behavior support, low-incidence disabilities, early intervention, prevention and academic interventions, and secondary and transition services. The doctoral degree program provides advanced training in preparation for leadership positions in special education. The program requires approximately 90 credits beyond the master’s degree and is designed for full-time students. Typically, students complete the program in four years. Financial assistance is awarded based on the applicant’s qualifications. The program uses a cohort model, which students begin fall term.

**Applications for Admission**

Admissions information and application materials are available on the department’s website. Materials also may be requested by telephone, mail, e-mail, or in person from the department office. Master's and doctoral students are admitted fall term. Applications must be received by early December for doctoral applicants and by early May for master’s applicants. Priority deadline for application review of master's applicants is early January. See the website for specific program deadlines.

**School Psychology**

Ben Clarke, Program Director
375 HEDCO Education Building
clarkeb@uoregon.edu
541-346-2156

https://education.uoregon.edu/program/school-psychology

The nationally recognized school psychology program offers master’s and doctoral degrees and provides service courses to other College of Education and university programs. The doctoral program is accredited by the American Psychological Association Commission on Accreditation (750 First Street NE, Washington, DC 20002-4242, 202-336-5979) and both the MS and PhD programs have approval from the National Association of School Psychologists. Both the master’s and doctoral programs are approved by the Oregon Teacher Standards and Practices Commission for the education and licensure of school psychologists in the state.

The program’s focus is prevention and early intervention. It prepares psychologists as leaders and innovators who can identify, assess, and remedy the social and educational problems of children and adults. Students are trained to be scientists and practitioners from an ecological, data-oriented perspective.

Each student’s program of study is tailored to allow development of individual strengths and interests. Master’s and doctoral students take course work in the following general areas: psychological and educational foundations of school psychology; psychometrics, assessment, and research; methods of school-based intervention; professional school psychology; application of research skills; and practicum experiences. Every student must complete a one-year, full-time internship. Doctoral students also complete a supervised college teaching experience.

Graduates of the school psychology program find positions in the United States and abroad, in schools and in other settings. These positions include teaching and providing services at infant, preschool, school-age, and adult levels; conducting individual and group intervention programs; coordinating in-service training programs; consulting with teachers about educating children with disabilities and other at-risk students; conducting research, teaching, and coordinating school psychology training programs in colleges and universities; working in the administration of special education programs; and delivering a range of psychological and educational services in collaboration with a variety of professionals.

**Master’s Degree**

The master’s degree program in school psychology requires a minimum of 92 credits, and typically takes three years to complete, including a sequence of supervised field experiences, practicums, and a 1,200-hour internship. The master’s program is approved by the National Association of School Psychologists and the Oregon Teacher Standards and Practices Commission. Graduates of this program meet State of Oregon licensure requirements and are eligible for the nationally certified school psychologist credential offered by the National Association of School Psychologists.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological and educational foundations</td>
<td>8</td>
</tr>
<tr>
<td>Measurement and assessment</td>
<td>14</td>
</tr>
</tbody>
</table>
Statistics and research (course work, participation in a research team, and dissertation research) 11
Practice of school psychology (teaching, supervision, and practicum experience) 37
School psychology practicum or internship 22
Total Credits 92

Doctoral Degree

The doctoral program includes an individualized plan of study with 160 credits minimum, culminating in an original research dissertation, a predoctoral internship, and the doctor of philosophy (PhD) degree. Students may enter the doctoral program with or without a master’s degree. Prior graduate course work may reduce the amount of time needed to finish the doctoral program.

The program prepares students to qualify for licensure as a professional psychologist through the state board of psychologist examiners, as well as state certification or licensure as a school psychologist in Oregon and most other states. Students who complete this program are eligible for the nationally certified school psychologist credential offered by the National Association of School Psychologists.

Psychological and educational foundations 33
Measurement and assessment 16
Statistics and research (course work, participation in a research team, and dissertation research) 49
Practice of school psychology (teaching, supervision, and practicum experience) 40
School psychology practicum or internship 22
Total Credits 160

Application and Admission

Prospective applicants may request detailed admission policies and procedures and applications for admission from the department’s academic secretary, or find them on the program’s website. Students are admitted for fall term only.

Applicants are evaluated on:

- academic record
- letters of recommendation
- previous related work or experiences
- a statement of purpose in seeking admission
- an interview
- Graduate Record Examinations (GRE) general test scores

Applications and supplemental materials are submitted online. Completed applications must be received by December 15. After initial file screening, finalists will be selected and invited for interviews.

Licensure Programs

The Department of Special Education and Clinical Sciences’ licensure programs in early intervention, school psychology, and special education meet requirements of the Oregon Teacher Standards and Practices Commission. The communication disorders program meets the requirements for licensure as a speech pathologist in Oregon. These licenses prepare individuals to work with the full range of students with disabilities from birth through high school. The program prepares graduates to work in direct and indirect roles with students with disabilities in homes, schools, and community-based programs.

Communication Disorders

McKay Moore Sohberg, Major Director
541-346-2586
541-346-6778 fax
HEDCO Education Building, Second Floor

Early Intervention–Early Childhood Special Education Licensure and Endorsement

Jantina Clifford, Program Coordinator
541-346-2599
jantinac@uoregon.edu

The early intervention special education endorsement program prepares professionals to work with children who have mild to severe disabilities ranging from birth through primary school. The program integrates didactic course work with practical experience. Full-time students can complete the program in four to six terms.

Special Education Licensure

Elisa Jamgochian, Program Coordinator
ejamgoch@uoregon.edu
541-346-5185

The two-year special education licensure and endorsement program prepares preservice or in-service teachers to work with students with disabilities ages three to 21 in a variety of settings, including early childhood–elementary, middle, and high schools. Graduates of the program are prepared to apply for an initial special education teaching license and endorsement across these multiple levels.

The program is designed for:

- Individuals who hold a bachelor’s degree in any area but want to pursue initial licensure in special education while concurrently completing a master’s degree
- Individuals who currently hold a teaching license but want to pursue an add-on special education endorsement
- Individuals pursuing a master’s program in an area other than special education who want to combine that degree with course work and experiences in special education

The program prepares professionals to help children and youth with disabilities succeed through rigorous course work and practicum experiences on topics including characteristics of learners and services, advanced assessment techniques, evidence-based approaches to designing and delivering instruction, effective classroom- and behavior-management techniques, collaborative practices, and transition services.

Admissions and Application

The application may be completed on the Graduate School website (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp). This process includes a statement of professional goals and experience, a statement articulating experience working with individuals with disabilities, résumé, letters of recommendation, and transcripts.

Licensing Process

Upon completion of program requirements, graduates of the program are eligible to apply to the Oregon Teacher Standards and Practices Commission.
Commission for their initial teaching license and/or an endorsement in K–12 special education.

Courses

ASL 101. First-Year American Sign Language. 5 Credits.
Study of basic grammatical structure and vocabulary of American Sign Language, expressive and receptive finger-spelling, and introduction to American deaf culture. 
Prereq: WR 122 or WR 123 or HC 221H or HC 231H.

ASL 102. First-Year American Sign Language. 5 Credits.
Increased receptive and expressive communication skills in ASL, and study of cultural values and behavioral rules of the deaf community.
Prereq: C- or better or P in ASL 101 or equivalent.

ASL 103. First-Year American Sign Language. 5 Credits.
Concentration on understanding and acquiring advanced conversational proficiency. Emphasis on ASL classifiers. Continued study of deaf culture as a linguistic minority.
Prereq: C- or better or P in ASL 102 or equivalent.

ASL 201. Second-Year American Sign Language. 4 Credits.
Applied conversational use of ASL through literature, narratives, poetry, and plays. Explores various underlying metaphors found in ASL literature.
Prereq: C- or better or P in ASL 103 or equivalent.

ASL 202. Second-Year American Sign Language. 4 Credits.
Emphasis on more abstract and challenging conversational and narrative ranges. Lab and readings cover historical aspects of deaf community and culture.
Prereq: C- or better or P in ASL 201 or equivalent.

ASL 203. Second-Year American Sign Language. 4 Credits.
Further emphasis on more abstract and challenging conversational and narrative ranges. Explores broader political and social activities of international deaf community.
Prereq: C- or better or P in ASL 202 or equivalent.

ASL 301. American Deaf Culture. 4 Credits.
Study of the relationship between small groups and dominant culture in the United States. Explore issues of language, culture, self-representation, identity, and social structure.

ASL 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

CDS 201. Communication Disorders in Society and Media. 4 Credits.
Survey of communication disorders and differences, comparing individual and social-cultural perspectives through popular media and real case examples.
Prereq: WR 121.

CDS 401. Research: [Topic]. 1-12 Credits.
Repeatable.

CDS 405. Reading and Conference: [Topic]. 1-3 Credits.
Repeatable.

CDS 407. Seminar: [Topic]. 1-3 Credits.
Repeatable.

CDS 409. Practicum: [Topic]. 1-7 Credits.
Repeatable.

CDS 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

CDS 430. Speech Pathology-Audiology as Professions. 2 Credits.
Introduces the broad dimensions of the speech-language pathology and audiology professions. Begins undergraduate process of acquiring observation hours required for graduate school. Sequence with CDS 431.

CDS 431. Beginning Clinical Methods. 3 Credits.
Focuses on basic methods for assessment and intervention within an evidence-based framework. Includes fifteen hours of guided observation. Sequence with CDS 430.
Prereq: CDS 430.

CDS 442. Anatomy and Physiology of Speech Mechanism. 4 Credits.
Study of anatomy, physiology, and neurology of speech and language processes.

CDS 443. Acoustics of Speech. 4 Credits.
Acoustic measurement and analysis of sound production and reception in human communication.

CDS 444. Clinical Phonetics and Phonology. 4 Credits.
Focuses on sounds and symbols of American English, foreign accents, and dialects using broad and narrow transcription methods. Presents speech production, distinctive features, and basics of phonology.
Prereq: CDS 442, 450.

CDS 446. Services for Deaf Students. 3 Credits.
Provides understanding of deaf and hard-of-hearing students’ educational experiences and includes the cultural, linguistic, social, and pedagogical factors contributing to successful service provision.

CDS 450. Introduction to Language Development. 4 Credits.
Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy.
Prereq: LING 150 and WR 122 or 123.

CDS 451. Later Language Development. 4 Credits.
Designed to promote an in-depth study of language development in school-age children, adolescents, and young adults (ages 6–20 years).
Prereq: CDS 450.

CDS 455. Child and Adolescent Development. 4 Credits.
Covers theories, norms, and concepts related to child and adolescent development. Geared toward allied health professionals and educators working in a variety of settings.

CDS 457. Fundamentals of Audiology. 4 Credits.
Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatologies of hearing impairment.

CDS 458. Audiology Disorders and Treatment. 4 Credits.
Pure tone, speech and impedence audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing.
Prereq: CDS 457/557.

CDS 460. Developmental Disorders in Communication. 4 Credits.
Explores growth and developmental disorders that cause or contribute to child and adult speech, language, and fluency impairments.
Prereq: CDS 450.

CDS 462. Acquired Disorders of Communication. 4 Credits.
Explores neurologic disorders that cause or contribute to child and adult speech, language, and voice impairments.
Prereq: CDS 470.

CDS 470. Neuroscience of Speech and Language. 4 Credits.
Foundation in normal neuroanatomy and neurophysiology and the clinical signs observed with nervous-system damage.
Prereq: CDS 442.
CDS 503. Thesis. 1-15 Credits.
Repeatable.

CDS 507. Seminar: [Topic]. 1-3 Credits.
Repeatable.

CDS 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

CDS 542. Anatomy and Physiology of Speech Mechanism. 4 Credits.
Study of anatomy, physiology, and neurology of speech and language processes.

CDS 543. Acoustics of Speech. 4 Credits.
Acoustic measurement and analysis of sound production and reception in human communication.

CDS 544. Clinical Phonetics and Phonology. 4 Credits.
Focuses on sounds and symbols of American English, foreign accents, and dialects using broad and narrow transcription methods. Presents speech production, distinctive features, and basics of phonology.

CDS 550. Introduction to Language Development. 4 Credits.
Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy.

CDS 551. Later Language Development. 4 Credits.
Designed to promote an in-depth study of language development in school-age children, adolescents, and young adults (ages 6–20 years).

CDS 557. Fundamentals of Audiology. 4 Credits.
Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatology of hearing impairment.

CDS 558. Audiology Disorders and Treatment. 4 Credits.
Pure tone, speech and impedance audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing.

CDS 560. Developmental Disorders in Communication. 4 Credits.
Explores growth and developmental disorders that cause or contribute to child and adult speech, language, and fluency impairments.

CDS 562. Acquired Disorders of Communication. 4 Credits.
Explores neurologic disorders that cause or contribute to child and adult speech, language, and voice impairments.

CDS 570. Neuroscience of Speech and Language. 4 Credits.
Foundation in normal neuroanatomy and neurophysiology and the clinical signs observed with nervous-system damage. Prereq: CDS 542.

CDS 601. Research: [Topic]. 1-9 Credits.
Repeatable.

CDS 602. Supervised College Teaching. 1-9 Credits.
Repeatable.

CDS 603. Dissertation. 1-16 Credits.
Repeatable.

CDS 605. Reading and Conference: [Topic]. 1-3 Credits.
Repeatable.

CDS 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

CDS 607. Seminar: [Topic]. 1-3 Credits.
Repeatable. Topics include Multicultural Issues in Communication Disorders and Sciences, Dysphagia, Professional Ethics.

CDS 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

CDS 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

CDS 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CDS 611. Clinical Methods. 1 Credit.
Provides methodology behind the sound clinical practices and fundamentals of the UO Speech-Language-Hearing Center operations. Prepares students to begin working with clients.

CDS 625. Final Full-Time Practicum. 1-15 Credits.
Diagnostic and treatment experience in the public school setting. Repeatable once for maximum of 30 credits.

CDS 626. Professional Practices in the Schools. 1 Credit.
Helps students critically assess and integrate their fieldwork and coursework in the broader context of the school experience. Coreq: CDS 625.

CDS 630. Scientific Clinical Decision Making. 3 Credits.
Critically analyzes research in communication disorders through evaluation of research articles and standardized tests enabling clinicians to make decisions based on scientific evidence.

CDS 649. Assessment and Treatment of Feeding and Swallowing Disorders. 4 Credits.
Nature and characteristics of feeding and swallowing; methods of evaluation and management of feeding and swallowing in adults and children.

CDS 651. School-Age Language Disorders. 4 Credits.
Presents normal language development and language disorders in school-age children and adolescents. Emphasizes contributions from linguistics, psychology, education, and learning theory.

CDS 652. Speech Sound Disorders. 4 Credits.
Causes and consequences of phonological disorders; principles and procedures for assessment and intervention.

CDS 654. Management of Adult Language Disorders. 4 Credits.
Provides a foundation in diagnosis and treatment of adult neurogenic language disorders, concentrating on aphasia and the cognitive-linguistic changes associated with dementia.

CDS 655. Stuttering. 2 Credits.
Focuses on contemporary issues in stuttering. Discusses and critically evaluates current theories and research findings.

CDS 656. Voice Science and Disorders. 3 Credits.
Anatomy and physiology of vocal mechanism; diagnostic and therapeutic approaches for various voice disorders.

CDS 657. Augmentative Procedures for Communication Disorders. 2 Credits.
Recent advancements in design, development, and use of systems supplemental to vocal speech and language.

CDS 660. Motor Speech Disorders. 3 Credits.
Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.

CDS 663. Management of Acquired Cognitive Disorders. 4 Credits.
Examines current theory and practice in cognitive rehabilitation. Reviews models and tools for treating attention, memory, and dysexecutive syndromes. Prereq: CDS 662.
CDS 665. Language Disorders in Children. 4 Credits.
Child language disorders and related topics, including principles of
assessment and intervention, cultural awareness and sensitivity, clinical
application, and working with families.
CDS 706. Special Problems: [Topic]. 1-16 Credits.
Repeatable.
CDS 707. Seminar: [Topic]. 1-5 Credits.
Repeatable.
CDS 708. Workshop: [Topic]. 1-16 Credits.
Repeatable.
CDS 709. Practicum: [Topic]. 1-16 Credits.
Repeatable.
CDS 710. Experimental Course [Topic]. 1-5 Credits.
Repeatable.

Courses
SPSY 401. Research: [Topic]. 1-12 Credits.
Repeatable.
SPSY 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.
SPSY 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.
SPSY 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.
SPSY 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.
SPSY 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.
SPSY 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
SPSY 503. Thesis. 1-16 Credits.
Repeatable.
SPSY 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.
SPSY 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.
SPSY 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
SPSY 601. Research: [Topic]. 1-16 Credits.
Repeatable.
SPSY 602. Supervised College Teaching. 1-5 Credits.
Repeatable.
SPSY 603. Dissertation. 1-16 Credits.
Repeatable.
SPSY 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.
SPSY 606. Field Studies: [Topic]. 1-9 Credits.
Repeatable.
SPSY 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.
SPSY 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.
SPSY 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.
SPSY 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.
SPSY 617. Tests and Measurements in Education. 4 Credits.
Introduction to measurement. Provides a theoretical and practical basis
for evaluating and using the wide range of test and measurement data in
educational research.
Prereq: undergraduate statistics or educational psychology course or
equivalent.
SPSY 626. Final Supervised Field Experience. 1-15 Credits.
Repeatable. Limited to students in school psychology program for basic
endorsement for an Oregon license.
SPSY 630. Introduction to Consultation. 3-4 Credits.
Provides students with basic knowledge and skills in the area of school-
based consultation.
SPSY 631. Academic and Behavioral Interventions. 4 Credits.
Focuses on the application of behavior analytic interventions in applied
settings.
SPSY 632. Advanced Consultation. 4 Credits.
Develops and refines competencies in school-based consultation, and
provides opportunities for students to practice consultation skills.
SPSY 650. Developmental Psychopathology. 4 Credits.
Overview of developmental psychopathology, with emphasis on
childhood, adolescence, and early adulthood. Covers phenomenology,
etiology, development, classification systems, and prognosis of major
psychological disorders.
SPSY 651. Cognitive-Affective Aspects of Behavior. 4-5 Credits.
Examination of cognitive and affective foundations of human behavior.
Emphasis on reciprocal influences of cognition and emotion. Selected
topics in attention, language, memory, thinking, reasoning. Offered
alternate years.
SPSY 652. Biological Aspects of Behavior. 4-5 Credits.
Provides the appropriate background for students to meet biological
psychology course work requirement for board licensure as a
psychologist.
SPSY 661. Principles and Practices in School Psychology. 4 Credits.
Theory, role, and function of school psychology in its relation to learning
and the school setting.
SPSY 662. Foundations of Clinical Supervision. 3 Credits.
Introduction to theory and practice of clinical supervision. Overview
of supervision models, factors affecting the supervision relationship,
supervision and evaluation techniques, legal and ethical considerations.
SPSY 663. Professional Ethics. 3 Credits.
Focuses on the study of current ethical standards of professional practice
for school psychologists and behavior analysts.
SPSY 671. Behavioral Assessment. 4 Credits.
Principles, techniques, and conceptual and practical issues in behavioral
assessment; applied aspects include data gathering and interpretation as
well as report writing.
SPSY 672. Intellectual Assessment. 4 Credits.
Covers individual assessment of learning aptitude. Includes
administering, scoring, and interpreting intelligence tests as well as report
writing. Reviews theories of intelligence.
SPED 674. Educational Assessment. 4 Credits.
Methods of educational assessment designed to develop and evaluate instructional interventions; topics include systematic observations, curriculum-based assessment, and teacher interviews.

SPSY 704. Internship: [Topic]. 1-15 Credits.
Repeatable.

SPSY 706. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

SPSY 709. Practicum: [Topic]. 1-16 Credits.
Repeatable.

Courses

SPED 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

SPED 401. Research: [Topic]. 1-12 Credits.
Repeatable.

SPED 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

SPED 406. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

SPED 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include Collaborative Team, Introduction to Talented and Gifted, Introduction to Developmental Disabilities.

SPED 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

SPED 409. Practicum: [Topic]. 1-21 Credits.
Repeatable. Recent topics include Special Education, Talented and Gifted.

SPED 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPED 411. Foundations of Disability I. 3 Credits.
Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

SPED 412. Foundations of Disability II. 3 Credits.
Overview of special education and disability studies; social construction of disability; personal perspectives; societal imagery concerning disability.

SPED 422. Special Education Mathematics Instruction. 4 Credits.
Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

SPED 426. Behavior and Classroom Management. 4 Credits.
Provides behavior management procedures for a variety of educational environments. Emphasizes functional assessment-based behavior support planning, classroom management, and principles of applied behavior analysis.

SPED 431. Introduction to Learning Disabilities. 3 Credits.
Introduces major topics, issues, and trends in learning disabilities. Addresses the history, definitions, etiologies, theories, characteristics, instructional interventions, and service-delivery models.

SPED 432. Introduction to Behavioral Disorders. 3 Credits.
Introduces the characteristics and education of children and youth who have emotional and behavioral disorders.
Prereq: SPED 411.

SPED 436. Advanced Behavior and Classroom Management. 3 Credits.
Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments.
Prereq: SPED 426.

SPED 440. Early Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading and writing for preschool- to early elementary-aged students with disabilities. Sequence with SPED 441, 442, 443.

SPED 441. Intermediate Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading and writing for late elementary- to middle school-aged students with disabilities. Sequence with SPED 440, 441, 443.
Prereq: SPED 440.

SPED 442. Adolescent Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading and writing for middle school- and high school-aged students with disabilities. Sequence with SPED 440, 441, 443.
Prereq: SPED 441.

SPED 443. Supporting Students with Low-Incidence Disability. 4 Credits.
Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low-incidence disabilities. Sequence with SPED 440, 441, 442.
Prereq: SPED 442.

SPED 488. Professional Practices: [Topic]. 1-3 Credits.
Helps students critically assess their fieldwork and integrate fieldwork and course work in the wider context of the school experience. Repeatable twice.
Coreq: SPED 406 or 409.

SPED 503. Thesis. 1-9 Credits.
Repeatable.

SPED 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include Collaborative Team, Introduction to Talented and Gifted, Introduction to Developmental Disabilities.

SPED 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

SPED 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPED 511. Foundations of Disability I. 3 Credits.
Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

SPED 512. Foundations of Disability II. 3 Credits.
Overview of special education and disability studies; social construction of disability; personal perspectives; societal imagery concerning disability.

SPED 522. Special Education Mathematics Instruction. 4 Credits.
Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

SPED 526. Behavior and Classroom Management. 4 Credits.
Provides behavior management procedures for a variety of educational environments. Emphasizes functional assessment-based behavior support planning, classroom management, and principles of applied behavior analysis.
SPED 531. Introduction to Learning Disabilities. 3 Credits.
Introduces major topics, issues, and trends in learning disabilities. 
Addresses the history, definitions, etiologies, theories, characteristics, 
instructional interventions, and service-delivery models.

SPED 532. Introduction to Behavioral Disorders. 3 Credits.
Introduces the characteristics and education of children and youth who 
have emotional and behavioral disorders.
Prereq: SPED 411/511.

SPED 536. Advanced Behavior and Classroom Management. 3 Credits.
Emphasizes functional assessment-based behavior support planning, 
individual education plans (IEPs), and effective behavior support systems 
for a variety of educational environments.
Prereq: SPED 426/526.

SPED 540. Early Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading 
and writing for preschool- to early elementary-aged students with 
disabilities. Sequence with SPED 541, 542, 543.

SPED 541. Intermediate Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading 
and writing for late elementary- to middle school-aged students with 
disabilities. Sequence with SPED 540, 542, 543.
Prereq: SPED 540.

SPED 542. Adolescent Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading 
and writing for middle school- and high school-aged students with 
disabilities. Sequence with SPED 540, 541, 543.
Prereq: SPED 541.

SPED 543. Supporting Students with Low-Incidence Disability. 4 Credits.
Provides skills on how to plan, coordinate, deliver, and evaluate 
evidence-based instruction for students with low-incidence disabilities. 
Sequence with SPED 540, 541, 542.
Prereq: SPED 542.

SPED 588. Professional Practices: [Topic]. 1-3 Credits.
Helps students critically assess their fieldwork and integrate fieldwork and 
course work in the wider context of the school experience. Repeatable. 
Coreq: SPED 606 or 609.

SPED 601. Research: [Topic]. 1-6 Credits.
Repeatable.

SPED 602. Supervised College Teaching. 1-9 Credits.
Repeatable.

SPED 603. Dissertation. 1-16 Credits.
Repeatable.

SPED 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

SPED 606. Field Studies: [Topic]. 1-6 Credits.
Repeatable.

SPED 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Advanced Applied Behavioral 
Analysis, Doctoral Orientation, Program Evaluation, Project Aim.

SPED 608. Workshop: [Topic]. 1-10 Credits.
Repeatable.

SPED 609. Practicum: [Topic]. 1-16 Credits.
Repeatable. Topics include Classroom Consultation; College Teaching; 
Elementary I,II; Program Evaluation; Research.

SPED 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPED 622. History of Special Education and Disability. 3 Credits.
Historical context for contemporary issues in understanding and 
supporting the lives of people with disabilities and their families.

SPED 625. Final Supervised Field Experience. 1-15 Credits.

SPED 626. Grant Writing. 1-3 Credits.
Provides structure and guidance in developing a grant proposal.

SPED 628. Law and Special Education. 3 Credits.
Knowledge of current case law and legislation, sensitivity to legal issues, 
application to legal principles related to special education services in 
school settings.

SPED 632. Collaborative Educational Planning. 3 Credits.
Collaborating to identify unique needs of individuals with disabilities and 
establish legally correct, educationally useful IEPs, and to use knowledge of 
effective interventions to meet needs.
Prereq: SPED 628 or equivalent.

SPED 633. Transition Planning and Instruction I. 3 Credits.
Focuses on preparing youth for postsecondary education and training. 
Development of skills for using assessment-planning and content-instruction strategies to assist students with disabilities. Sequence with 
SPED 634.

SPED 634. 3 Credits.
Focuses on strategies for improving employment and independent-living skills; using individualized assessment and planning strategies, 
curriculum and instructional strategies, and program delivery to assist 
students with disabilities. Sequence with SPED 633.

SPED 655. Supervised Field Experience. 5-12 Credits.
Repeatable. Provides practical experience in teaching students with 
disabilities in a public-school setting under the direction of cooperating 
teachers and university supervisors.

SPED 660. Design of Instruction. 4 Credits.
Design, development, and evaluation of instructional materials for 
children with disabilities. Emphasis on analysis and construction of 
instructional sequences for various learning tasks.

SPED 660. Foundations in Early Childhood and Early Intervention. 3 Credits.
Conceptual underpinnings and practical application of an approach to 
early intervention that links assessment, intervention, and evaluation.

SPED 681. Family-Guided Early Intervention. 3 Credits.
Covers procedures for family assessment, Intervention, and evaluation. 
Addresses adult communication and management strategies.

SPED 682. Assessment and Evaluation. 3 Credits.
Presents assessment and evaluation materials used in early intervention 
programs and provides methods for using these materials.

SPED 683. Curriculum in Early Childhood and Early Intervention. 3 Credits.
Presents curricular materials covering development from birth to six 
years. Discusses procedures for use and modification.

SPED 684. Applications of a Linked System I. 2 Credits.
Provides opportunities for students to implement activities in a linked 
approach to early intervention services; foundation for an understanding 
of the components of a linked system. Sequence with SPED 685.
SPED 685. Applications of a Linked System II. 1 Credit.
Examines the components of a linked system, how they influence one another, and how they are implemented within a best-practices model for early intervention–early childhood special education. Sequence with SPED 684.
Prereq: SPED 684.

SPED 686. Autism in Early Intervention. 2-3 Credits.
Information is given regarding the etiology of autism, diagnostic/evaluation procedures and current evidence-based strategies for supporting young children with autism spectrum disorder and their families.

SPED 687. Early Intervention Methods I. 1-3 Credits.
Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plans.

SPED 688. Early Intervention Methods II. 1-3 Credits.
Provides opportunity to develop effective intervention skills to use with young children who are at risk and disabled and with their families.

SPED 689. Early Intervention Methods III. 1-2 Credits.
Focuses on advanced methods in early intervention, including special handling and management techniques.

SPED 690. Early Intervention Methods IV. 1-2 Credits.
Develops advanced intervention skills to use with young children who are at risk and disabled and with their families.

SPED 706. Special Problems: [Topic]. 1-6 Credits.
Repeatable.

SPED 707. Seminar: [Topic]. 1-5 Credits.
Repeatable.

SPED 708. Workshop: [Topic]. 1-6 Credits.
Repeatable.

SPED 709. Practicum: [Topic]. 1-6 Credits.
Repeatable.

School of Journalism and Communication
Juan-Carlos Molleda, Dean
217 Allen Hall
1275 University of Oregon
Eugene, Oregon 97403-1275

The School of Journalism and Communication offers programs leading to bachelor’s, master’s, and doctoral degrees.

Undergraduate students major in the following: journalism, journalism: advertising, journalism: media studies, or journalism: public relations. The school also offers a minor in media studies and participates in four interdisciplinary programs: the major in cinema studies, the major in general social science, the certificate in film studies, and the minor in multimedia.

Master’s degree majors are journalism, media studies, multimedia journalism, and strategic communication.

The doctoral program in media studies develops scholars and teachers who can critically examine questions of communication and society from many perspectives.

The school, which started as a department in 1912 and became a professional school in 1916, is one of the oldest journalism schools in the United States and one of the most broadly conceived. It is accredited by the national Accrediting Council on Education in Journalism and Mass Communications.

The school’s faculty members are scholars and researchers who combine academic background with professional experience in their teaching fields. Among them are copywriters, designers, and advertising agency executives; newspaper reporters and editors; public relations executives; broadcast journalists and documentarians; communication researchers; photojournalists; magazine writers and editors; Pulitzer Prize winners and Page Legacy Scholars; New York Times columnists; and award-winning researchers. The faculty’s influence extends beyond the university campus through scholarly and professional publication, consulting, creative design, documentary filmmaking, radio and multimedia production, and textbooks and trade books in such areas as advertising, language skills, ethics, literary nonfiction, international public relations, information gathering, media criticism and history, reporting, visual communication, political communication, public relations writing, graphic arts, magazine writing, and public broadcasting.

The school’s George S. Turnbull Portland Center at the White Stag Block offers a gateway to the state’s media center. Academic programs include the Portland Senior Experience, a term-long, residential internship program for undergraduates; Portland-based master’s degree programs in multimedia journalism and strategic communication; and public lectures, Internet programs, regional and national academic conferences, and professional development programs. The Turnbull Center is also home to the school’s scholastic journalism outreach coordinator and executive director of the Northwest Scholastic Press. Current information on the center’s programs is available on the school’s website (http://journalism.uoregon.edu).

General Information
The School of Journalism and Communication occupies Eric W. Allen Hall, named in memory of the school’s first dean. Allen Hall underwent a major renovation in 2012 that updated all facilities and added 18,000 square feet of space. Included in the renovation is an open and collaborative digital commons that provides students with twenty-four-hour access to the school’s computer labs during academic terms. Allen Hall offers wireless Internet connection, as does most of the campus. Fully equipped laboratories support writing, editing, design, video and audio, digital photography, mobile media, and web production. The school’s Carolyn S. Chambers Electronic Media Center houses video and audio production facilities, and the Student Services Center supports academic-, internship-, and career-advising services for journalism and communication students. Seminars, meetings, and special events are held in the Hall of Achievement, which honors more than fifty distinguished alumni and faculty members of the school. The atrium is filled with course-related activities, student meetings, and special events throughout the year. The school receives the newspaper services of the Associated Press. Knight Library, the main branch of the university’s library system, houses an extensive collection of the literature of journalism and communication.

Diversity and Freedom of Expression
The goal of building greater social, political, cultural, economic, and intellectual diversity among students and members of the faculty and staff as well as in our curriculum, public scholarship, and communities is central to the school’s mission: to prepare professional communicators,
critical thinkers, and responsible citizens for a global society. The promotion and practice of freedom of expression and intellectual inquiry across an evolving media environment are integral to the school’s long and proud tradition of academic excellence. Discrimination of any kind, disrespect for others, or inequity in educational opportunity are unacceptable.

**Code of Conduct**

Students enrolled in the School of Journalism and Communication as well as its faculty, staff, and administrators are expected to meet the highest standards of conduct as defined in the school and university codes of conduct and relevant professional codes of ethics. The school reserves the right to deny admission or graduation of a student found to be in violation of these codes.

**Minor in Multimedia**

Through the multimedia minor, undergraduates study print, time-based, and interactive digital arts; web programming, digital imaging, writing for multimedia, and digital audio and sound design. The interdisciplinary program spans the Department of Art, Department of Computer and Information Science, School of Journalism and Communication, and the School of Music and Dance.

More information is available in the Minor in Multimedia section of this catalog under the Department of Art.

**Certificate in Film Studies**

School of Journalism and Communication courses on media production and industries, film history, music, genres, and other topics emphasizing the aesthetic aspects of film may be applied to the requirements for the certificate in film studies.

More information is available in the Cinema Studies Program (p. 124) section of this catalog under the College of Arts and Sciences.

**General Social Science Major**

Courses from the School of Journalism and Communication and other professional schools can apply to the multidisciplinary major in general social science.

More information is available in the General Social Science Program (p.) section of this catalog under the College of Arts and Sciences.

**Digital Technical Services**

Students have access to technical support for computer issues at the help desk in 319 Allen Hall. In 113 Allen Hall, video and photo production equipment is available for checkout to students enrolled in designated courses in those areas.

The School of Journalism and Communication expects students to have regular and reliable access to a laptop computer. Instructors specify technology expectations on the first day of class, in the class syllabus, or both. Some instructors require a laptop for the entire class or just part of the class; some require that no laptops be present in class.

**Scholarships**

More than $500,000 in scholarships, ranging from $300 to $10,000, are offered by the School of Journalism and Communication with the support of endowments and contributions. Applications are available on the school’s website.

**Undergraduate Student Services**

Information about undergraduate admission and degree requirements, advising materials, sample programs, internships, and careers is available on the school’s website. The office of the director of student services is in 134 Allen Hall.

**Graduate Programs Manager**

Information about graduate admission and degree requirements is available on the school’s website. The office of the graduate programs manager is 214A Allen Hall.

**Faculty**


Steven Asbury, instructor (visual communications, design, advertising). BS, 1997, Oregon. (2014)


Connie Chandler, instructor (principles of public relations, strategic public relations communication, public relations campaigns). BA, 1972, Colorado; MS, 2014, Oregon. (2014)


Patricia A. Curtin, professor (international public relations, research methods, culture and identity); associate dean, undergraduate affairs. AB, 1977, Earlham College; MA, 1991, PhD, 1996, Georgia. (2006)


Donna Davis, assistant professor (strategic communication, public relations, virtual worlds); director, Strategic Communication Program. BA, 1981, MS, 2005, PhD, 2010, Florida. (2011)
Andrew DeVigal, professor of practice (media innovation, community engagement, experience design); Chair in Journalism Innovation and Civic Engagement. BS, 1993, San Francisco. (2014)


Lisa Heyamoto, senior instructor (feature writing, multimedia journalism, magazine production); coordinator, Gateway to Media Program. BA, 2001, Washington (Seattle); MS, 2011, Oregon. (2012)


Regina Lawrence, professor (political communication, civic engagement, journalism innovation); director, George S. Turnbull Portland Center and Agora Journalism Center. MA, Colorado, 1996; PhD, Washington, 1996. (2015)

Seth C. Lewis, Shirley Papé Chair in Emerging Media; associate professor. BS, 2002, Brigham Young; MBA, 2005, Barry; PhD, 2010, Texas, Austin. (2016)


Scott R. Maier, professor (investigative journalism, computer-assisted reporting, quantitative methods); director, journalism area. BA, 1977, Oberlin; MA, 1989, Southern California; PhD, 2000, North Carolina, Chapel Hill. (2000)

Gabriela Martinez, associate professor (electronic media, international communication, Latin American studies); director, Journalism Master’s Program. BA, 1999, MA, 2000, San Francisco State; PhD, 2005, Oregon. (2005)


H. Leslie Steeves, professor (diversity and media, development communication and social change); senior associate dean, academic affairs. BS, 1971, Vermont; MS, 1974, PhD, 1980, Wisconsin, Madison. (1987)


Janet Wasko, Philip H. Knight Chair; professor (communication studies, political economy of communication). BA, 1973, MA, 1974, California State; PhD, 1980, Illinois. (1986)


Emeriti


Duncan L. McDonald, professor emeritus. BS, 1966, Ohio; MS, 1972, Oregon. (1975)

Karl J. Nestvold, professor emeritus. BS, 1954, Wyoming; MS, 1960, Oregon; PhD, 1972, Texas, Austin. (1961)


Deanna M. Robinson, professor emerita. BA, 1964, MA, 1972, PhD, 1974, Oregon. (1978)


Ronald E. Sherriffs, professor emeritus. BA, 1955, MA, 1957, San Jose State; PhD, 1964, Southern California. (1965)


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

Communication Ethics

Graduate Certificate in Communication Ethics

Any student who is unconditionally admitted to the Graduate School may earn a certificate in communication ethics as an enhancement to a graduate degree. However, the certificate may be of particular interest to the journalism school’s graduate students.

The certificate program is designed to provide students with the ability to apply and teach both theoretical and applied ethical decision-making strategies covering a variety of media—from print and broadcast journalism to advertising and public relations, including both message construction and the multiple delivery systems associated with the modern mass media (print, broadcast, electronic, and digital).

Students should be able to fulfill the program requirements within a two-year period, normally in conjunction with their primary graduate emphasis.

Communication Ethics Graduate Certificate Requirements

<table>
<thead>
<tr>
<th>J 644 Philosophy of Communication</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three of the following: 1</td>
<td>12</td>
</tr>
<tr>
<td>J 512 Issues in Communication Studies: [Topic]</td>
<td></td>
</tr>
<tr>
<td>J 596 Communication Ethics and Law: [Topic]</td>
<td></td>
</tr>
<tr>
<td>J 646 Political Economy of Communication</td>
<td></td>
</tr>
<tr>
<td>J 648 Cultural Approaches to Communication</td>
<td></td>
</tr>
<tr>
<td>J 649 International Communication</td>
<td></td>
</tr>
</tbody>
</table>

Approved courses in other departments 2 8

Other journalism or outside courses 3,4 4

Total Credits 28

1 Students, particularly at the doctoral level, are encouraged to make the 600-level courses a priority. The following list represents courses that have been identified as having a strong or exclusive focus in communication ethics, including topics highly relevant to ethics study.

- Issues in Communication Studies: [Topic] (J 512) (Communication and Democracy)
- Communication Ethics and Law: [Topic] (J 596) (Ethics of Strategic Communication; Persuasion and Ethics; Photo Fiction; Visual Truth)
- Political Economy of Communication (J 646)
- Cultural Approaches to Communication (J 648)
- International Communication (J 649)
Approved courses are decided in consultation with the student’s certificate advisor and are based on relevance to the particular interest area of the student (e.g., political communication, environmental communication, philosophy). The advisor consults with the course instructor before approving a course. Ultimately, program coherence is gained through the core offerings in the school, but may be greatly enhanced through careful choices of outside course work. In most cases, courses in the philosophy department are encouraged as outside choices.

3 No more than 4 credits of Reading and Conference: [Topic] (J 605) may be applied to the certificate.

4 All students pursuing the communication ethics certificate (except PhD students in journalism) must take Mass Communication and Society (J 611). However, it does not count toward the 28 credits required for the graduate certificate.

Additional Requirement
Course work must be taken for letter grades.

The required journalism courses from which students select two courses are generally taught at least once a year. Substitutions may occur if courses are not available. Other, relevant courses may also be substituted for courses on this list as they are developed or are considered germane to an individual student’s program.

Application
Application for granting of the certificate must be made to the Graduate School before graduation. For details, contact a staff member in the journalism school Graduate Programs office.

Application to the certificate program should be made in writing to the journalism school graduate director. For more information on the program and application procedure, contact Tom Bivins, John L. Hulteng Chair in Media Ethics and Responsibility, 541-346-3740, tbivins@uoregon.edu.

Journalism
The University of Oregon undergraduate program is based on the premise that the best professional communicator is broadly educated. In accordance with national accrediting standards, students must take at least 104 credits in courses outside the School of Journalism and Communication. A maximum of 76 credits in the 180-credit undergraduate program may be in journalism and communication courses. Students learn about media practice and effects. They study the role of the media in society, the history of journalism, visual communication, the ethics of media practices, the economics of the media, new media technologies, international communication, diversity in the media, and the legal and social responsibilities of the media.

In addition, undergraduates take a two-semester sequence of courses called Gateway to Media that immerses them in the fundamentals of digital storytelling, including multimedia story development and delivery across traditional, digital, and social platforms. The intent of this series of courses is to develop basic literacies and competencies for students who engage in collaborative media projects.

Majors are encouraged to consider a second major or a minor in a field related to their career goals. Preparation in a second field is a valuable addition to a student’s education and enhances employability.

Many students are active in campus affairs, working for the campus newspaper; the university’s radio station; the student-run advertising, design, video, and public relations agencies; the award-winning Flux and Ethos magazines; television and online programs; and alternative and online publications, including OR Magazine, the first student-produced iPad publication. The school also encourages them to participate in UO chapters of Ed on Campus, Ad Society, National Broadcasting Society, National Press Photographers Association, Public Relations Student Society of America, Society of Professional Journalists, and such national venues as the One Club for Art and Copy. Internships are encouraged and available at newspapers, magazines, broadcast stations, advertising agencies, public relations offices, nonprofit organizations, government offices, video production firms, online publications, and public policy offices.

The best preparation for journalism majors is a broad college-preparatory program with an emphasis on language skills, English literature, economics, history, and the political and social sciences. Prospective students also benefit from the study of mathematics, statistics, computer applications, and second languages.

Community college students planning to transfer to the School of Journalism and Communication should concentrate on college-transfer courses, especially in literature, economics, and history, that fulfill university requirements and the school’s general-studies requirements. Almost all professional courses are taken at the School of Journalism and Communication. Advising material is available to community college students online.

- Bachelor of Arts
- Bachelor of Science

Undergraduate Studies
The role of the school’s undergraduate program is to provide students with the creative, critical, and problem-solving skills they need to become ethical, professional communicators and critical media consumers.

Premajor Admission
New students planning to major in journalism enter the university as premajors and do not need to meet special admission requirements beyond the general university requirements.

Each premajor is assigned to a journalism and communication advisor who assists in planning programs, answering questions, and tracking progress toward admission as a major and toward graduation. Students should check with an advisor at least once a year to ensure that requirements are being met. In addition, students will be assigned a faculty advisor, who will guide them through the portfolio process. The director of student services for the school supervises undergraduate academic advising.

A university student in another major may switch to a journalism premajor online on the School of Journalism and Communication website. To become a premajor, a student must have a minimum cumulative grade point average (GPA) of 2.00 for all work at the University of Oregon.

Premajor Program
Students must complete the school’s premajor core curriculum, and earn grades of C or better:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
</tr>
</tbody>
</table>
Admission as a Major

Admission to the School of Journalism and Communication is competitive. The faculty considers applications from premajor students who have

• completed 24 or more graded credits of course work at the University of Oregon, earning a cumulative UO GPA of at least 2.90
• completed College Composition I (WR 121) and College Composition II (WR 122) or College Composition III (WR 123) with grades of P or C– or better
• completed the school's premajor core curriculum

A student’s GPA is a major factor in the admissions decision. Students with a GPA of 3.25 or higher are guaranteed admission to the major.

Applicants with grade point averages between 2.90 and 3.24 are evaluated and judged competitively by an admissions committee as applications are received. The admissions committee considers the requirements listed above and other materials that applicants submit, including a personal statement, letters of recommendation, and a portfolio. Students with a GPA below 2.90 may petition the committee for admission. The committee has the option of waiving any of the requirements listed above if evidence of a candidate’s high potential for success in the major is presented and approved.

Transfer Students

Students transferring to the University of Oregon School of Journalism and Communication enter as premajors. They apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the university’s general standards for admission. To be admitted to major status, transfer students must meet the school’s requirements for admission as a major (p. 737).

Transfer Credit

The School of Journalism and Communication accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the Accrediting Council on Education in Journalism and Mass Communications are accepted for journalism credit and may fulfill specific course requirements
2. Journalism credits may be accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. They do count toward the 76-credit limit set by national accrediting standards
3. Regardless of the number of credits transferred, students must take at least 27 credits of journalism in residence to earn a degree from the University of Oregon
4. Students may not take more than 76 credits in journalism courses out of the 180 total credits required for a bachelor’s degree. They may, however, add credits to the 180-credit total to accommodate extra journalism credits (e.g., take 186 credits to accommodate as many as 82 credits in journalism)
5. The school accepts equivalent courses taught at other colleges to meet the Media and Society (J 201) requirement for application to be a major, and may accept equivalent courses to meet other core requirements if approved by the associate dean for undergraduate affairs

Transfer students who want to discuss the transfer policy may consult the associate dean, director of student services, or academic advisors.

The school offers course work leading to bachelor of arts (BA) and bachelor of science (BS) degrees. Major requirements are the same for each. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the Bachelor’s Degree Requirements (p. 907) section of this catalog.

Bachelor of Arts in Journalism Requirements

Journalism Premajor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

Journalism Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 205</td>
<td>Gateway to Media I</td>
<td>4</td>
</tr>
<tr>
<td>J 206</td>
<td>Gateway to Media II</td>
<td>4</td>
</tr>
<tr>
<td>J 207</td>
<td>Gateway to Media III</td>
<td>4</td>
</tr>
<tr>
<td>J 361</td>
<td>Reporting I</td>
<td>4</td>
</tr>
<tr>
<td>J 462</td>
<td>Reporting II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select three of the following: 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 331</td>
<td>Digital Video Production</td>
<td>2</td>
</tr>
<tr>
<td>J 333</td>
<td>Writing for Multimedia</td>
<td>2</td>
</tr>
<tr>
<td>J 365</td>
<td>Photojournalism</td>
<td>2</td>
</tr>
<tr>
<td>J 371</td>
<td>Feature Writing I</td>
<td>2</td>
</tr>
<tr>
<td>J 421</td>
<td>Documentary Production</td>
<td>2</td>
</tr>
<tr>
<td>J 432</td>
<td>Reporting for Electronic Media</td>
<td>2</td>
</tr>
<tr>
<td>J 434</td>
<td>Advanced Television News</td>
<td>2</td>
</tr>
<tr>
<td>J 461</td>
<td>Newspaper Editing</td>
<td>2</td>
</tr>
<tr>
<td>J 463</td>
<td>Specialized Reporting: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>J 466</td>
<td>Advanced Photojournalism: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>J 468</td>
<td>Advanced News Editing</td>
<td>2</td>
</tr>
<tr>
<td>J 472</td>
<td>Feature Writing II</td>
<td>2</td>
</tr>
<tr>
<td>J 473</td>
<td>Feature Editing</td>
<td>2</td>
</tr>
<tr>
<td>J 474</td>
<td>Magazine Industry and Strategies</td>
<td>2</td>
</tr>
<tr>
<td>J 475</td>
<td>Flux Production</td>
<td>2</td>
</tr>
<tr>
<td>J 483</td>
<td>The Journalistic Interview</td>
<td>2</td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 320</td>
<td>Gender, Media, and Diversity</td>
<td>2</td>
</tr>
<tr>
<td>J 385</td>
<td>Communication Law</td>
<td>2</td>
</tr>
<tr>
<td>J 387</td>
<td>Media History</td>
<td>2</td>
</tr>
<tr>
<td>J 396</td>
<td>International Communication</td>
<td>2</td>
</tr>
<tr>
<td>J 397</td>
<td>Media Ethics</td>
<td>2</td>
</tr>
</tbody>
</table>

Select two of the following: 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 412</td>
<td>Issues in Communication Studies: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>J 467</td>
<td>Issues in International Communication: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>J 495</td>
<td>Research Methods: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>J 496</td>
<td>Communication Ethics and Law: [Topic]</td>
<td>2</td>
</tr>
</tbody>
</table>

General Studies Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature courses</td>
<td>16</td>
</tr>
</tbody>
</table>
History courses 8 8
Economics courses 8 8
General studies courses in three other subject codes within the College of Arts and Sciences 24

Total Credits 112

1. Students must earn grades of mid-C or better. Grades for Gateway to Media I (J 205) and Gateway to Media II (J 206) are coordinated as an 8-credit unit in which students earn the same grade for both courses. In accordance with the school's policy, students must earn a C or better in Gateway to Media I (J 205) and Gateway to Media II (J 206) before advancing to Gateway to Media III (J 207).
2. Must be taken concurrently with Gateway to Media II (J 206).
3. Must be taken concurrently with Gateway to Media I (J 205).
4. Students must take course in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) and must earn a C or better in Gateway to Media III (J 207) before advancing in the major. Students who fail to enroll in Gateway to Media III (J 207) in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) or who fail to earn a C or better must repeat Gateway to Media I (J 205) and Gateway to Media II (J 206).
5. Courses are "pathway" courses that are approved by the advisor. The pathway is an individual course plan that reflects a student’s professional goals and career objectives.
6. Students must take two 300-level and two 400-level context courses, such as ethics, history, law, diversity, or international communication.
7. Courses include the following:
   - Literature courses taught by the Department of English and the Department of Comparative Literature. Courses in rhetoric, grammar, and cinema or television production do not count toward this requirement.
   - Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments
   - Introduction to the Humanities I (HUM 101), Introduction to the Humanities II (HUM 102), Introduction to the Humanities III (HUM 103)

One of the following categories may be used to satisfy 8 credits of this requirement:
- Courses taught in a second language that are part of a student’s language program of study. Foreign-language courses used to fulfill the university’s bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.
- Courses treating film or television as literature that have significant reading and writing components.
- Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements. In addition to the literature, history, and economics block requirements, journalism students must complete three additional blocks. Each block consists of 8 credits of a subject offered by the College of Arts and Sciences. Eligible subject codes are AEIS, AFR, ANTH, ARB, ASIA, ASL, ASTR, BI, CAS, CH, CHN, CINE, CIS, CIT, CLAS, COLT, CRWR, DANE, EALL, EC, ENG, ENV, ES, EURO, FINN, FLR, FR, GEOG, GEOI, GER, GRK, HBRW, HC, HIST, HPHY, HUM, INTL, ITAL, JDST, JPN, KRN, LAS, LAT, LING, LT, MATH, MDVL, NORW, PHIL, PHYS, PORT, PSY, REES, REL, RL, RUSS, SCAN, SOC, SPAN, SWAH, SWED, TA, WGS, WR.

The additional blocks can overlap with the following requirements:
- Courses taken to fulfill the university’s arts and letters, social science, and science group-satisfying requirements (unless the course is also being used for journalism requirements in literature, history or economics)
- Courses taken toward the UO bachelor of science requirement
- Minor and second major course work in the College of Arts and Sciences
- Electives in the College of Arts and Sciences

The additional blocks cannot overlap with the following requirements:
- First- and second-year foreign language (if used for the bachelor of arts degree)
- Writing composition (WR) classes used for the UO writing requirement
- Courses used for the literature, history, or economics requirements in journalism

This requirement and the potential for overlap with other requirements can be very complicated and highly individualized. Please speak with your academic advisor to learn about your options.

Bachelor of Science in Journalism

Requirements

Journalism Premajor Requirements
J 100 Media Professions 2
J 101 Grammar for Communicators 2
J 201 Media and Society 4

Journalism Major Requirements
J 205 Gateway to Media I 1,2 4
J 206 Gateway to Media II 1,3 4
J 207 Gateway to Media III 4 4
J 361 Reporting I 4
J 462 Reporting II 4
Select three of the following: 5 12
J 331 Digital Video Production
J 333 Writing for Multimedia
J 365 Photojournalism
J 371 Feature Writing I
J 421 Documentary Production
J 432 Reporting for Electronic Media
J 434 Advanced Television News
J 461 Newspaper Editing
J 463 Specialized Reporting: [Topic]
J 466 Advanced Photojournalism: [Topic]
J 468 Advanced News Editing
J 472 Feature Writing II
J 473 Feature Editing
J 474 Magazine Industry and Strategies
J 475 Flux Production
Students must earn grades of mid-C or better. Grades for Gateway to Media I (J 205) and Gateway to Media II (J 206) are coordinated as an 8-credit unit in which students earn the same grade for both courses. In accordance with the school's policy, students must earn a C or better in Gateway to Media I (J 205) and Gateway to Media II (J 206) before advancing to Gateway to Media III (J 207).

Students must take course in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) and must earn a C or better in Gateway to Media III (J 207) before advancing in the major. Students who fail to enroll in Gateway to Media III (J 207) in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) or who fail to earn a C or better must repeat Gateway to Media I (J 205) and Gateway to Media II (J 206).

Courses are “pathway” courses that are approved by the advisor. The pathway is an individual course plan that reflects a student's professional goals and career objectives.

Students must take two 300-level and two 400-level context courses, such as ethics, history, law, diversity, or international communication.

Courses include the following:

1. Literature courses taught by the Department of English and the Department of Comparative Literature. Courses in rhetoric, grammar, and cinema or television production do not count toward this requirement.

2. Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments

3. Introduction to the Humanities I–III (HUM 101–103)

One of the following categories may be used to satisfy 8 credits of this requirement:

- Courses taught in a second language that are part of a student's language program of study. Foreign-language courses used to fulfill the university's bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.

- Courses treating film or television as literature that have significant reading and writing components.

Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements. In addition to the literature, history, and economics block requirements, journalism students must complete three additional blocks. Each block consists of 8 credits of a subject offered by the College of Arts and Sciences. Eligible subjects codes are AEIS, AFR, ANTH, ARB, ASIA, ASL, ASTR, BI, CAS, CH, CHN, CINE, CIS, CIT, CLAS, COLT, CRWR, DANE, EALL, EC, ENG, ENVS, ES, EURO, FINN, FLR, FR, GEOG, GEOI, GER, GRK, HBRW, HC, HIST, HPHY, HUM, INTL, ITAL, JDST, JPN, KRN, LAS, LAT, LING, LT, MATH, MDVL, NORW, PHIL, PHYS, PORT, PS, PSY, REES, REL, RL, RUSS, SCAN, SOC, SPAN, SWAH, SWED, TA, WGS, WR.

The additional blocks can overlap with the following requirements:

- Courses taken to fulfill the university’s arts and letters, social science, and science group-satisfying requirements (unless the course is also being used for journalism requirements in literature, history or economics)

- Courses taken toward the UO bachelor of science requirement

- Minor and second major course work in the College of Arts and Sciences

- Electives in the College of Arts and Sciences

The additional blocks cannot overlap with the following requirements:

- First- and second-year foreign language (if used for the bachelor of arts degree)

- Writing composition (WR) classes used for the UO writing requirement

- Courses used for the literature, history, or economics requirements in journalism

This requirement and the potential for overlap with other requirements can be very complicated and highly individualized. Please speak with your academic advisor to learn about your options.

**Additional Requirements**

- Satisfactory completion of a minimum of 60 credits and a maximum of 76 credits in journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and Communication and at least 24 must be upper division

- Satisfactory completion of at least 104 credits in academic fields other than journalism. A student who graduates with 180 credits must count no more than 76 credits (including transfer credits) in journalism toward the degree

- Students must take a minimum of 20 upper-division credits in journalism, including prerequisites

- Majors and premajors must take all school courses for letter grades unless a course is only offered pass/no pass (P/N). All graded journalism courses taken to satisfy the major must be passed with a grade of mid-C or better

- A cumulative GPA of 2.70 or better in courses taken in the School of Journalism and Communication at the time of graduation

**Internship**

A major may earn no more than 9 credits in Internship: [Topic] (J 404).

**Honors Program**

The honors program provides high-achieving students the opportunity to develop analytic, creative, critical thinking and research skills in small-group, discussion-oriented courses. The program develops a small multidisciplinary community of communications scholars from all the majors within the School of Journalism and Communication.

Students take three honors courses focusing on media theory, research, or issues, which partially fulfill the context course requirement. In addition,
students complete an original piece of scholarship or creative work in the senior year.

The program targets journalism majors entering their junior year who have a minimum 3.50 cumulative UO GPA. Applications are accepted each spring for the following year’s cohort. Clark Honors College students are eligible to apply. More information is available on the school’s website.

**Second Bachelor’s Degree**

Students who already have a bachelor’s degree and want to earn a second bachelor’s degree in the School of Journalism and Communication may apply for premajor status through the university’s Office of Admissions. Upon fulfilling the requirements for application for admission, they may apply for major status. Students must complete all of the school’s requirements for graduation including the school’s arts and sciences requirement and university requirements for the BA or BS. Credits, including transfer credits, earned for the first bachelor’s degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined previously.

**Four-Year Degree Plan**

*The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.*

**Bachelor of Arts in Journalism**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Second term of first-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td>Students should apply for major status in the term in which they plan to meet all of the premajor requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 205</td>
<td>Gateway to Media I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>J 206</td>
<td>Gateway to Media II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 207</td>
<td>Gateway to Media III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course with J subject code</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 201</td>
<td>Introduction to Economic Analysis: Microeconomics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division core context course with J subject code</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Specialization course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EC 202</td>
<td>Introduction to Economic Analysis: Macroeconomics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Specialization courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------</td>
<td>---------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Bachelor of Science in Journalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td>Students should apply for major status in the term in which they plan to meet all of the premajor requirements</td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td>To obtain major status students need a minimum GPA of 2.90</td>
</tr>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 205</td>
<td>Gateway to Media I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>J 206</td>
<td>Gateway to Media II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division core context course with J subject code</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division core context course with J subject code</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education courses</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 207</td>
<td>Gateway to Media III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Specialization courses</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Specialization course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>toilet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placeholder</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

The Bachelor of Science in Journalism program includes a combination of general education courses, electives, and specialization courses designed to provide students with a comprehensive understanding of journalism and related fields. Credit requirements are met through a carefully structured curriculum that includes foundational courses in media and society, mathematics, and English composition, as well as specialized courses in journalism.
Graduate Studies

The master of arts (MA) and master of science (MS) programs at the University of Oregon School of Journalism and Communication seek to expose students to a wide range of ideas concerning the structure, function, and role of the media in society.

The professional journalism master’s program offers a twelve- to fifteen-month program designed for those holding bachelor’s degrees but who have little or no academic or professional journalistic or media background. Graduate students in this program acquire professional skills.

The Portland-based multimedia journalism master’s program, offered evenings and weekends, is designed to prepare experienced journalists with the skills needed for multimedia storytelling and for the entrepreneurial imperatives of the contemporary media business environment.

The Portland-based strategic communication master's program, offered evenings and weekends, provides advanced conceptual and tactical skills for working professionals in industries such as public relations, advertising, marketing communication, and corporate communication.

Information about and applications for graduate programs are available on the School of Journalism and Communication website.

Financial Assistance

The school provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from $500 to $15,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist faculty members with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by the deadlines stated under Admission Requirements. Applicants may apply for both a scholarship and a fellowship.

International Students

A firm mastery of English, including American mass-communication idiom, is necessary for success at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus before participating in the graduate program. Though these courses do not carry graduate credit, they qualify to meet students’ visa requirements. The best time to enroll in the institute’s courses is the summer session preceding the first term in the graduate program.

Admission Requirements

Admission to the graduate program is granted for fall term for media studies, multimedia journalism, and strategic communication; summer session for the Eugene-based professional master’s degree in journalism. Application materials are the same for the master’s and the doctoral programs. Applicants to the master’s programs must have received a BS or BA or equivalent prior to the first term of enrollment; applicants to the doctoral program must have received an MA or MS or equivalent. To be considered for admission, an applicant must submit the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate GPA for admission is 3.00. In exceptional cases, an applicant with a lower GPA may be admitted conditionally
2. Optional: Official Graduate Record Examination (GRE) scores no more than five years old
3. A 750- to 1,000-word essay describing the applicant’s academic and career goals
4. An up-to-date résumé or curriculum vitae
5. A portfolio, string book, clips, or other evidence of relevant professional work or evidence of scholarly writing and research. Doctoral applicants may include a copy of a master’s thesis
6. Three letters of recommendation—preferably two from academic sources
7. International students must also submit documentation for
   a. Either a Test of English as a Foreign Language (TOEFL) score of 100 or better or an International English Language Testing System (IELTS) score of 7 or better
   b. A score on the Test of Spoken English (TSE). A minimum score is not required for the TSE

Application deadlines

• Doctoral program: January 1
• Media studies master's degree: February 1
• Journalism master's degree: Application review begins February 1
• Strategic communication master's degree (Portland): Application review begins February 1
• Multimedia journalism master's degree (Portland): Application review begins March 1
• Admission to the graduate program is granted for fall term (summer session for professional master's program students in the Eugene-based journalism only; designate summer session as the start date on your application for admission)
• Strategic communication, multimedia journalism, and journalism: Application review begins soon after the dates above until all available spots in the program are filled

Advising

An advisor is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with advisors. Graduate students should meet with their advisors at least once a term.

Requirements for Graduation

A graduate student in the School of Journalism and Communication cannot elect the pass/no pass (P/N) option for a graduate course offered by the school unless that course is offered P/N only.
Master's Degree in Journalism

The Eugene-based professional master's degree in journalism is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a major in journalism. The master's programs in journalism: magazine and professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a major in journalism. The master's programs in journalism: magazine and professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills.

Master of Arts in Journalism

Students may opt to specialize in science and/or environmental reporting; major in journalism. The master's programs in journalism: magazine and professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills. Participants earn either an MA or an MS degree with a background in communication media and who want to acquire professional skills. The program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills.

Master of Science in Journalism

The program consists of a core of required 4-credit journalism and communication courses complemented by 2-credit, shorter-term workshop courses and graduate-level course work in an approved area of content outside of journalism and multimedia. The course of study concludes with a professional project that allows the student to report and produce a professional-quality multimedia project under the guidance of an advisor. To prepare for the project, students take a minimum of four terms (including one required summer session course).

Successful applicants typically have professional experience as well as strong academic credentials. Candidates for this MA or MS degree must earn at least 48 credits with a cumulative GPA of 3.00 or better. Courses that do not carry graduate credit are not included in the GPA.

See the School of Journalism and Communication website for more detailed and up-to-date information about application requirements, the curriculum, and final project options.

Master's Degree Requirements

1 A master of arts degree requires second-year foreign language proficiency. See the Graduate School website for details.
2 Preparatory courses, taken only during summer session.
3 Courses must be approved by advisor and may include courses outside the School of Journalism and Communication.

Master's Degree in Multimedia Journalism

This program is based at the School of Journalism and Communication's George S. Turnbull Portland Center and leads to a master of arts or master of science degree in multimedia journalism. Offered evenings and weekends, it is designed to prepare journalists with the skills needed for multimedia storytelling and for the entrepreneurial imperatives of the contemporary media business environment.

Contemporary journalists must have the fundamental skills and values of the field as well as the ability to tell stories across multiple distribution channels (emerging digital platforms as well as print and broadcast) and to understand the business environment of the new and constantly evolving media world. Tomorrow's journalist must be both collaborative and independent—comfortable working both inside and outside of traditional organizational structures.

The program consists of a core of required 4-credit journalism and communication courses complemented by 2-credit, shorter-term workshop courses and graduate-level course work in an approved area of content outside of journalism and multimedia. The course of study concludes with a professional project that allows the student to report and produce a professional-quality multimedia project under the guidance of an advisor. To prepare for the project, students take a minimum of four terms (including one required summer session course).

Successful applicants typically have professional experience as well as strong academic credentials. Candidates for this MA or MS degree must earn at least 48 credits with a cumulative GPA of 3.00 or better. Courses that do not carry graduate credit are not included in the GPA.

See the School of Journalism and Communication website for more detailed and up-to-date information about application requirements, the curriculum, and final project options.

Master's Degree Requirements

1 A master of arts degree requires second-year foreign language proficiency. See the Graduate School website for details.
2 Students must complete at least one professional development workshop. We encourage students to take additional workshops for a more enriching experience. Workshops vary from term to term and may include topics such as Visualizing Information; Audio Storytelling; Story in Stills; and Innovation, Science, and Story.
3 Students may take elective courses from a variety of disciplines. Electives should be chosen in consultation with your adviser. At least 8 elective credits are required.
Courses

J 100. Media Professions. 2 Credits.
Introduction to dynamic media and communication professions, opportunities, and issues, as well as to majors in journalism and communication.

J 101. Grammar for Communicators. 2 Credits.
Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to media style. Premajor status required.

J 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

J 198. Colloquium: [Topic]. 1-2 Credits.
Repeatable.

J 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

J 201. Media and Society. 4 Credits.
Introduction to the critical examination of the roles of media in society.

J 205. Gateway to Media I. 4 Credits.
Integrates critical thinking with professional media skills needed for nonfiction storytelling in a multimedia environment. Sequence with J 206 and J 207. Majors only.
Coreq: J 206.

J 206. Gateway to Media II. 4 Credits.
Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Sequence with J 205 and J 207. Majors only.
Coreq: J 205.

J 207. Gateway to Media III. 4 Credits.
Integrates critical thinking and intermediate nonfiction storytelling across media platforms. Sequence with J 205 and J 206. Majors only.
Prereq: J 205, J 206.

J 208. Introduction to Documentary Production. 4 Credits.
Introduction to the theory and practice of documentary production. Focuses on aesthetics, technology, research, and writing fundamentals of documentary making, covering preproduction, production and postproduction. Cinema studies majors only.
Prereq: J 201, ENG 260; two from ENG 265, 266, 267.

J 209. Understanding Media. 4 Credits.
Enhances media literacy through examination of contemporary issues in media use and practice, the media as popular culture, and ways the media affect participation in public discourse. For nonmajors.

J 314. Introduction to Media Studies. 4 Credits.
Presents a historical overview of the study of media, with in-depth discussion of primary theoretical approaches and their application to the current media environment. Majors only.
Prereq: J 201 with a grade of mid-C or better.

J 315H. Honors Media Theory and Research. 4 Credits.
Foundation course for honors program. Introduction to seminal theories in communication; overview of methodologies used in the study of theories. Acceptance into School of Journalism and Communication honors program required for enrollment.

J 320. Gender, Media, and Diversity. 4 Credits.
Critical study of the media with regard to gender, race, ethnicity, and other social divisions. Ramification and possible mechanisms of change.
Prereq: J 201 with a grade of mid-C or better.

J 331. Digital Video Production. 4 Credits.
Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
Prereq: J 207 with a grade of mid-C or better or J 208 with a grade of mid-C or better.

J 333. Writing for Multimedia. 4 Credits.
Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, web-based applications, and striking the balance between word and image. Journalism majors or multimedia minor standing only.
Prereq: ARTD 250, 251, 252.

J 340. Principles of Advertising. 4 Credits.
Role of advertising in the distribution of goods and services; the advertising agency; the campaign; research and testing; the selection of media: print, electronic, outdoor advertising, direct mailing. Not for journalism: advertising majors.

J 342. The Creative Strategist. 4 Credits.
Creative approaches to ideation and strategic thinking for all advertising specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
Prereq: J 205, 206.

J 350. Principles of Public Relations. 4 Credits.
Overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and legal and ethical concerns.

J 352. Strategic Writing and Media Relations. 4 Credits.
Writing-intensive lab; students produce strategic, theory-based content for multiple media platforms using various journalistic styles and storytelling skills and incorporating ethical media-relations practices.
Prereq: J 205, 206, 207, 350 with a grade of mid-C or better.

J 361. Reporting I. 4 Credits.
News gathering and writing. Extensive writing in class and outside of class in a variety of forms: news, features, interviews, multimedia scripts. Journalism majors only.
Prereq: J 205, 206 with a grade of mid-C or better.

J 365. Photojournalism. 4 Credits.
Visual reporting techniques, with emphasis on practice, law, and ethics of photojournalism and photographic communication. Laboratory and portfolio-intensive. Majors only.
Prereq: J 205, J 206 with a grade of mid-C or better.

J 371. Feature Writing I. 4 Credits.
Introduction to feature writing for print and online media; marketing your ideas and stories. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 385. Communication Law. 4 Credits.
Legal aspects of the media: constitutional freedom of expression, news gathering, access to public records, libel, privacy, copyright, advertising, electronic media regulation, and antitrust.
Prereq: J 201 with a grade of mid-C or better.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States.
Prereq: J 201 with a grade of mid-C or better.
J 396. International Communication. 4 Credits.
National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies.
Prereq: J 201 with a grade of mid-C or better.

J 397. Media Ethics. 4 Credits.
Ethical problems in the media: privacy, violence, pornography, truth-telling, objectivity, media codes, public interest, media accountability.
Prereq: J 201 with a grade of mid-C or better.

J 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

J 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

J 401. Research: [Topic]. 1-9 Credits.
Repeatable.

J 403. Thesis. 1-9 Credits.
Repeatable.

J 404. Internship: [Topic]. 1-9 Credits.
Repeatable for maximum of 9 credits.

J 405. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable.

J 406. Special Problems: [Topic]. 1-9 Credits.
Repeatable.

J 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

J 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 412. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only.
Prereq: J 201 with a grade of mid-C or better.

J 413. Communication Studies Capstone. 4 Credits.
Draws on skills and knowledge learned in other communications studies and related courses to demonstrate competence in broad areas of research.
Prereq: J 314 for 4 credits with grade of mid-C or better.

J 416. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only.
Prereq: J 201 with grade of mid-C or better.

J 421. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only.
Prereq: J 331 with a grade of mid-C or better.

J 424H. Honors Theory and Research: [Topic]. 4 Credits.
Uses a variety of theories and methods to closely examine and analyze contemporary problems and situations in media and communications. Acceptance into School of Journalism and Communication honors program required for enrollment. Repeatable once when topic changes for a maximum of 8 credits.

J 427M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.

J 428M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years.
Prereq: J 427M.

J 432. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only.
Prereq: J 331, J 361 with a grade of mid-C or better.

J 434. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only.
Prereq: J 331, J 361, J 432 with a grade of mid-C or better.

J 436. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.
Prereq: J 361 with a mid-C or better.

J 443. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Journalism: advertising majors only.
Prereq: J 207, 342 with a grade of mid-C or better.

J 444. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 448. Advertising Campaigns. 4 Credits.
Seniors produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only.
Prereq: three from J 443/543, 444/544, 457/557, 458/558, 459/559, 460/560 with a grade of mid-C or better.

J 449. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 452. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.
Prereq: J 352 with a grade of mid-C or better.
J 453. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues
management, encompassing research, writing objectives and tactics,
evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.
Prereq: J 352 with a grade of mid-C or better.

J 454. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to
researching, planning, presenting, and implementing a campaign for a
client. Professional portfolios presented and reviewed. Journalism: public relations majors only.
Prereq: J 452, J 453; J 494 with a grade of mid-C or better.

J 457. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving
technique within the context of culture and media. Emphasis: critical
thinking, readings, projects, performance. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 458. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media.
Emphasis: conceptual development, advertising writing, design,
campaigns, presentation of developed work. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 459. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors,
and strategists. Emphasis: production, multiple-platform creative
development, industry-focused portfolios. For Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 460. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising,
including strategies in digital and interactive brand solutions, media
decision-making, and sustainability. Journalism: advertising majors only.
Repeatable when topic changes.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 461. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only.
Prereq: J 361 or equivalent with a grade of mid-C or better.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 463. Specialized Reporting: [Topic]. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and
digital and multimedia journalism. Journalism majors only. Repeatable.
Prereq: J 361 with a grade of mid-C or better.

J 466. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production,
color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 365 with a grade of mid-C or better.

J 467. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors and minors only; cinema studies majors for approved topics. Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 201 with a grade of mid-C or better.

J 468. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions.
Discussion of issues in editing, headline writing, and news judgment.
Includes work with web-based journalism. Focus on teamwork.
Journalism majors only.
Prereq: J 461 with a grade of mid-C or better.

J 469. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a
digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.
Prereq: J 207, J 361 with a grade of mid-C or better.

J 472. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.

J 473. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.

J 474. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation,
graphics, production, and advertising. Trends, strategies, and ethics.
Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.

J 475. Flux Production. 1-5 Credits.
Repeatable. Planning and production of "Flux" magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits.
Prereq: J 361 with a grade of mid-C or better.

J 480. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 483. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 495. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Majors and minors only. Repeatable when topic changes for a maximum of 12 credits.
Prereq: J 201 with a grade of mid-C or better.
J 496. Communication Ethics and Law: [Topic]. 4 Credits.
Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors and minors only.
Prereq: J 201 with a grade of mid-C or better.

J 503. Thesis. 1-9 Credits.
Repeatable.

J 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 512. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only.

J 516. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only.

J 521. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only.

J 527M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.

J 528M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years.
Prereq: J 527M.

J 532. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only.

J 534. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only.
Prereq: J 532 with a grade of mid-C or better.

J 536. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.

J 543. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Journalism: advertising majors only.

J 544. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.

J 548. Advertising Campaigns. 4 Credits.
Graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only.

J 549. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 552. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.

J 553. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.

J 554. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only.
Prereq: J 552, J 553; one from J 594, J 595.

J 557. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only.

J 558. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only.

J 559. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. Journalism: advertising majors only.

J 560. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only.
Repeatable when topic changes.
Prereq: J 556.

J 561. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only.

J 562. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.

J 563. Specialized Reporting. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only.
J 566. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 567. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors only. Repeatable twice for a maximum of 12 credits when topic changes.

J 568. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only.
Prereq: J 561 with a grade of mid-C or better.

J 569. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.

J 570. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 571. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 572. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only.

J 573. Flux Production. 1-5 Credits.
Repeatable. Planning and production of “Flux” magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits.

J 580. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 583. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.

J 595. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Journalism majors only. Repeatable when topic changes for a maximum of 12 credits.

J 596. Communication Ethics and Law: [Topic]. 4 Credits.
Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors only.

J 601. Research: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 602. Supervised College Teaching. 1-5 Credits.
Repeatable for maximum of 5 credits.

J 603. Dissertation. 1-16 Credits.
Course may be repeated 25 times for credit after the initial instance.

J 604. Internship: [Topic]. 1-6 Credits.
Repeatable for maximum of 12 credits.

J 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

J 608. Workshop: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 609. Terminal Project. 1-6 Credits.
Repeatable for maximum of 6 credits.

J 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

J 611. Mass Communication and Society. 4 Credits.
Review of the literature of mass communication. Introduction to graduate study in journalism and communication.

J 612. Media Theory I. 5 Credits.
First in a three-part sequence introducing students to media theory, focusing on the social scientific tradition. Sequence with J 613, J 614.

J 613. Media Theory II. 5 Credits.
Second in a three-part sequence introducing students to media theory, focusing on critical approaches. Sequence with J 612, J 614.
Prereq: J 612.

J 614. Media Theory III. 5 Credits.
Third in a three-part sequence introducing students to media theory, focusing on contemporary theoretical perspectives. Series with J 612, J 613.
Prereq: J 613.

J 616. Introduction to Strategic Communication Marketing. 4 Credits.
Discussion of fundamental marketing concepts from the perspective of the manager. Analysis of complex marketing challenges in research, segmentation, targeting, pricing, distribution, and branding.

J 617. Strategic Communication Theory and Research: [Topic]. 4 Credits.
Theory, research, and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. Repeatable when topic changes for a maximum of 20 credits.
Prereq: graduate standing.

J 618. Strategic Communication Management. 4 Credits.
Elements of managing and leading organizations; examination of key issues faced by leaders. Topics include leadership theory, leading change, dealing with conflict, and performance and strategic management.

J 619. Teaching and the Professional Life. 4 Credits.
Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication.
J 621. Foundations of Strategic Communication. 4 Credits.
Reviews major theories, models, and practices in strategic communications. Theoretical topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

J 623. Creativity in Strategic Communication. 4 Credits.
Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns.

J 624. Strategic Communication: [Topic]. 2 Credits.
Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility. Repeatable with change in topic.

J 626. Strategic Marketing Communication. 4 Credits.
Examination, evaluation, and integration of advertising, public relations, sales promotion, direct marketing, social media, sponsorship and events, packaging, customer service, and personal selling.

J 627. Foundations of Multimedia Journalism. 4 Credits.
Serves as a foundation of theory and technique, with an introduction to storytelling forms, technical production skills, and the visual language. Students will learn how to use the tools of the trade so that they can communicate effectively with other multimedia journalists.

J 628. Multimedia Journalism Practices. 4 Credits.
Building on the J 627 course, students create a narrative video project that focuses on visual storytelling, character development, and present-tense storytelling.

J 638. Story and Commerce. 4 Credits.
Explores the changing face of narrative journalism as it investigates the new commercial opportunities for the professional journalist. Taught once or more per academic year.

J 641. Qualitative Research Methods. 4 Credits.
Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation.

J 642. Quantitative Research Methods. 4 Credits.
Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research.

J 643. Proseminar II. 5 Credits.
Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 612, J 613, J 614, J 641, and J 642.
Prereq: J 612, J 613, J 614, J 641, J 642.

J 644. Philosophy of Communication. 4 Credits.
Explores the philosophical foundations of communication in the United States, including political philosophies that range from Milton to McLuhan.

J 646. Political Economy of Communication. 4 Credits.
Introduction to the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets.

J 648. Cultural Approaches to Communication. 4 Credits.
Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems.

J 649. International Communication. 4 Credits.
Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies.

J 654. Reporting within Communities. 4 Credits.
Students explore and practice emerging “community-first” concepts of journalism and reporting to identify the needs of the communities served, codesigning processes and solutions to keep them engaged.

J 656. Producing the Story. 4 Credits.
Students work collaboratively to create a compelling, ethical work of journalism with impact, applying all aspects of community engagement, reporting, storytelling, and production skills learned in previous terms.

J 660. Advanced Research Methods: [Topic]. 4 Credits.
Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, historical methods, legal methods, content analysis, and survey methods. Repeatable when topic changes.
Prereq: J 641 or J 642, depending on topic.

**Journalism: Advertising**

The University of Oregon undergraduate program is based on the premise that the best professional communicator is broadly educated. In accordance with national accrediting standards, students must take at least 104 credits in courses outside the School of Journalism and Communication. A maximum of 76 credits in the 180-credit undergraduate program may be in journalism and communication courses. Students learn about media practice and effects. They study the role of the media in society, the history of journalism, visual communication, the ethics of media practices, the economics of the media, new media technologies, international communication, diversity in the media, and the legal and social responsibilities of the media.

In addition, undergraduates take a two-term series of courses called Gateway to Media that immerses them in the fundamentals of digital storytelling, including multimedia story development and delivery across traditional, digital, and social platforms. The intent of this series of courses is to develop basic literacies and competencies for students who engage in collaborative media projects.

Majors are encouraged to consider a second major or a minor in a field related to their career goals. Preparation in a second field is a valuable addition to a student’s education and enhances employability.

Many students are active in campus affairs, working for the campus newspaper; the university’s radio station; the student-run advertising, design, video, and public relations agencies; the award-winning Flux and Ethos magazines; television and online programs; and alternative and online publications, including OR Magazine, the first student-produced iPad publication. The school also encourages them to participate in UO chapters of Ed on Campus, Ad Society, National Broadcasting Society, National Press Photographers Association, Public Relations Student Society of America, Society of Professional Journalists, and such national venues as the One Club for Art and Copy. Internships are encouraged and available at newspapers, magazines, broadcast stations, advertising agencies, public relations offices, nonprofit organizations, government offices, video production firms, online publications, and public policy offices.

The best preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, economics, history, and the political and social sciences. Prospective students also benefit from the study of mathematics, statistics, computer applications, and second languages.
Community college students planning to transfer to the School of Journalism and Communication should concentrate on college-transfer courses, especially in literature, economics, and history, that fulfill university requirements and the school’s general-studies requirements. Almost all professional courses are taken at the School of Journalism and Communication. Advising material is available to community college students online.

- Bachelor of Arts
- Bachelor of Science

Undergraduate Studies

The role of the school’s undergraduate program is to provide students with the creative, critical, and problem-solving skills they need to become ethical, professional communicators and critical media consumers.

Premajor Admission

New students planning to major in journalism enter the university as premajors and do not need to meet special admission requirements beyond the general university requirements.

Each premajor is assigned to a journalism and communication advisor who assists in planning programs, answering questions, and tracking progress toward admission as a major and toward graduation. Students should check with an advisor at least once a year to ensure that requirements are being met. In addition, students will be assigned a faculty advisor, who will guide them through the portfolio process. The director of student services for the school supervises undergraduate academic advising.

A university student in another major may switch to a journalism premajor online on the School of Journalism and Communication website. To become a premajor, a student must have a minimum cumulative grade point average (GPA) of 2.00 for all work at the University of Oregon.

Premajor Program

Students must complete the school’s premajor core curriculum, and earn grades of C or better:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>8</td>
</tr>
</tbody>
</table>

Admission as a Major

Admission to the School of Journalism and Communication is competitive. The faculty considers applications from premajor students who have

- completed 24 or more graded credits of course work at the University of Oregon, earning a cumulative UO GPA of at least 2.90
- completed College Composition I (WR 121) and College Composition II (WR 122) or College Composition III (WR 123) with grades of P or C– or better
- completed the school’s premajor core curriculum

A student’s GPA is a major factor in the admissions decision. Students with a GPA of 3.25 or higher are guaranteed admission to the major.

Applicants with grade point averages between 2.90 and 3.24 are evaluated and judged competitively by an admissions committee as applications are received. The admissions committee considers the requirements listed above and other materials that applicants submit, including a personal statement, letters of recommendation, and a portfolio. Students with a GPA below 2.90 may petition the committee for admission. The committee has the option of waiving any of the requirements listed above if evidence of a candidate’s high potential for success in the major is presented and approved.

Transfer Students

Students transferring to the University of Oregon School of Journalism and Communication enter as premajors. They apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the university’s general standards for admission. To be admitted to major status, transfer students must meet the school’s requirements for admission as a major (p. 750).

Transfer Credit

The School of Journalism and Communication accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the Accrediting Council on Education in Journalism and Mass Communications are accepted for journalism credit and may fulfill specific course requirements.
2. Journalism credits may be accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. They do count toward the 76-credit limit set by national accrediting standards.
3. Regardless of the number of credits transferred, students must take at least 27 credits of journalism in residence to earn a degree from the University of Oregon.
4. Students may not take more than 76 credits in journalism courses out of the 180 total credits required for a bachelor’s degree. They may, however, add credits to the 180-credit total to accommodate extra journalism credits (e.g., take 186 credits to accommodate as many as 82 credits in journalism).
5. The school accepts equivalent courses taught at other colleges to meet the Media and Society (J 201) requirement for application to be a major, and may accept equivalent courses to meet other core requirements if approved by the associate dean for undergraduate affairs.

Transfer students who want to discuss the transfer policy may consult the associate dean, director of student services, or academic advisors.

The school offers course work leading to bachelor of arts (BA) and bachelor of science (BS) degrees. Major requirements are the same for each. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the Bachelor’s Degree Requirements (p. 907) section of this catalog.

Bachelor of Arts in Journalism: Advertising Degree Requirements

<table>
<thead>
<tr>
<th>Journalism Premajor Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100 Media Professions</td>
</tr>
<tr>
<td>J 101 Grammar for Communicators</td>
</tr>
<tr>
<td>J 201 Media and Society</td>
</tr>
</tbody>
</table>

Journalism: Advertising Major Requirements
J 205 Gateway to Media I \(^{1,2}\) 4
J 206 Gateway to Media II \(^{1,3}\) 4
J 207 Gateway to Media III \(^{4}\) 4
J 342 The Creative Strategist 4

Select three of the following: 12

J 443 Advertising Media Planning
J 444 Agency Account Management
J 457 Curiosity for Strategists
J 458 Writing Design Concepts
J 459 Branding and Content
J 460 Brand Development: [Topic]
J 448 Advertising Campaigns 4
or J 449 Advanced Advertising Campaigns

Select two of the following: 8

J 320 Gender, Media, and Diversity
J 385 Communication Law
J 387 Media History
J 396 International Communication
J 397 Media Ethics

Select two of the following: 8

J 412 Issues in Communication Studies: [Topic]
J 467 Issues in International Communication: [Topic]
J 495 Research Methods: [Topic]
J 496 Communication Ethics and Law: [Topic]

General Studies Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature courses (^{5,6})</td>
<td>16</td>
</tr>
<tr>
<td>History courses (^{7})</td>
<td>8</td>
</tr>
<tr>
<td>Economics courses (^{7})</td>
<td>8</td>
</tr>
<tr>
<td>General studies courses in three other subject codes within the College of Arts and Sciences (^{7})</td>
<td>24</td>
</tr>
</tbody>
</table>

Total Credits 112

1. Students must earn grades of mid-C or better. Grades for Gateway to Media I (J 205) and Gateway to Media II (J 206) are coordinated as an 8-credit unit in which students earn the same grade for both courses. In accordance with the school's policy, students must earn a C or better in Gateway to Media I (J 205) and Gateway to Media II (J 206) before advancing to Gateway to Media III (J 207).

2. Must be taken concurrently with Gateway to Media II (J 206).

3. Must be taken concurrently with Gateway to Media I (J 205).

4. Students must take course in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) and must earn a C or better in Gateway to Media III (J 207) before advancing in the major. Students who fail to enroll in Gateway to Media III (J 207) in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) or who fail to earn a C or better must repeat Gateway to Media I (J 205) and Gateway to Media II (J 206).

5. Students must take two 300-level and two 400-level context courses, such as ethics, history, law, diversity, or international communication.

6. Courses include the following:
   - Literature courses taught by the Department of English and the Department of Comparative Literature. Courses in rhetoric, grammar, and cinema or television production do not count toward this requirement.
   - Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments.
   - Introduction to the Humanities I-III (HUM 101-103)

One of the following categories may be used to satisfy 8 credits of this requirement:

- Courses taught in a second language that are part of a student's language program of study. Foreign-language courses used to fulfill the university's bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.
- Courses treating film or television as literature that have significant reading and writing components.

7. Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements. In addition to the literature, history, and economics block requirements, journalism students must complete three additional blocks. Each block consists of 8 credits of a subject offered by the College of Arts and Sciences. Eligible subjects codes are AEIS, AFR, ANTH, ARB, ASIA, ASL, ASTR, BI, CAS, CH, CHN, CINE, CIS, CIT, CLAS, COLT, CRWR, DANE, EALL, EC, ENG, ENVNS, ES, EURO, FINN, FLR, FR, GEOG, GEOEL, GER, GRK, HBRW, HC, HIST, HPHY, HUM, INTL, ITAL, JSDT, JPN, KRN, LAS, LAT, LING, LT, MATH, MDVL, NORW, PHIL, PHYS, PORT, PS, PSY, REES, REL, RL, RUSS, SCAN, SOC, SPAN, SWAH, SWED, TA, WGS, WR.

The additional blocks can overlap with the following requirements:

- Courses taken to fulfill the university's arts and letters, social science, and science group-satisfying requirements (unless the course is also being used for journalism requirements in literature, history or economics).
- Courses taken toward the UO bachelor of science requirement.
- Minor and second major course work in the College of Arts and Sciences.
- Electives in the College of Arts and Sciences.

The additional blocks cannot overlap with the following requirements:

- First- and second-year foreign language (if used for the bachelor of arts degree).
- Writing composition (WR) classes used for the UO writing requirement.
- Courses used for the literature, history, or economics requirements in journalism.

This requirement and the potential for overlap with other requirements can be very complicated and highly individualized. Please speak with your academic advisor to learn about your options.

Portfolio development seminars and workshops are recommended for all advertising students.

Bachelor of Science in Journalism:
Advertising Degree Requirements

**Journalism Premajor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100</td>
<td>Media Professions</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
</tr>
</tbody>
</table>

**Journalism: Advertising Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 205</td>
<td>Gateway to Media I (^{1,2})</td>
</tr>
<tr>
<td>J 206</td>
<td>Gateway to Media II (^{1,3})</td>
</tr>
<tr>
<td>J 207</td>
<td>Gateway to Media III (^{4})</td>
</tr>
<tr>
<td>J 342</td>
<td>The Creative Strategist</td>
</tr>
</tbody>
</table>

Select three of the following: 12
J 443  Advertising Media Planning  
J 444  Agency Account Management  
J 457  Curiosity for Strategists  
J 458  Writing Design Concepts  
J 459  Branding and Content  
J 460  Brand Development: [Topic]  
J 448  Advertising Campaigns  
J 449  Advanced Advertising Campaigns  

Select two of the following:  
J 320  Gender, Media, and Diversity  
J 385  Communication Law  
J 387  Media History  
J 396  International Communication  
J 397  Media Ethics  

Select two of the following:  
J 412  Issues in Communication Studies: [Topic]  
J 467  Issues in International Communication: [Topic]  
J 495  Research Methods: [Topic]  
J 496  Communication Ethics and Law: [Topic]  

General Studies Requirements  

<table>
<thead>
<tr>
<th>Literature courses</th>
<th>History courses</th>
<th>Economics courses</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>8</td>
<td>8</td>
<td>112</td>
</tr>
</tbody>
</table>

1. Literature courses taught by the Department of English and the Department of Comparative Literature. Courses in rhetoric, grammar, and cinema or television production do not count toward this requirement.  
2. Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments.  
3. Introduction to the Humanities I-III (HUM 101–103)  

One of the following categories may be used to satisfy 8 credits of this requirement:  

- Courses taught in a second language that are part of a student's language program of study.  
- Foreign-language courses used to fulfill the university’s bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.  
- Courses treating film or television as literature that have significant reading and writing components.  

Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements. In addition to the literature, history, and economics block requirements, journalism students must complete three additional blocks. Each block consists of 8 credits of a subject offered by the College of Arts and Sciences. Eligible subjects codes are AEIS, AFR, ANTH, ARB, ASIA, ASL, ASTR, BI, CAS, CH, CHN, CINE, CIS, CIT, CLAS, COLT, CRWR, DANE, EALL, EC, ENG, ENVS, ES, EURO, FINN, FLR, FR, GEOG, GEOI, GER, GRK, HBRW, HC, HIST, HPHY, HUM, INTL, ITAL, JDST, JPN, KRN, LAS, LAT, LING, LT, MATH, MDVL, NORW, PHIL, PHYS, PORT, PS, PSY, REES, REL, RL, RUSS, SCAN, SOC, SPAN, SWAH, SWED, TA, WGS, WR.  

The additional blocks can overlap with the following requirements:  

- Courses taken to fulfill the university’s arts and letters, social science, and science group-satisfying requirements (unless the course is also being used for journalism requirements in literature, history or economics).  
- Courses taken toward the UO bachelor of science requirement.  
- Minor and second major course work in the College of Arts and Sciences.  
- Electives in the College of Arts and Sciences.  

The additional blocks cannot overlap with the following requirements:  

- First- and second-year foreign language (if used for the bachelor of arts degree).  
- Writing composition (WR) classes used for the UO writing requirement.  
- Courses used for the literature, history, or economics requirements in journalism.  

This requirement and the potential for overlap with other requirements can be very complicated and highly individualized. Please speak with your academic advisor to learn about your options.  

Portfolio development seminars and workshops are recommended for all advertising students.  

Additional Requirements  

- Satisfactory completion of a minimum of 60 credits and a maximum of 76 credits in journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and Communication and at least 24 must be upper division.  
- Satisfactory completion of at least 104 credits in academic fields other than journalism. A student who graduates with 180 credits must count no more than 76 credits (including transfer credits) in journalism toward the degree.  
- Students must take a minimum of 20 upper-division credits in journalism: advertising, including prerequisites.  
- Majors and premajors must take all school courses for letter grades unless a course is only offered pass/no pass (P/N). All graded
Introduction to the critical examination of the roles of media in society.

J 201. Media and Society. 4 Credits.
Introduction to the critical examination of the roles of media in society.

Honors Program

The honors program provides high-achieving students the opportunity to develop analytic, creative, critical thinking and research skills in small-group, discussion-oriented courses. The program develops a small multidisciplinary community of communications scholars from all the majors within the School of Journalism and Communication.

Students take three honors courses focusing on media theory, research, or issues, which partially fulfill the context course requirement. In addition, students complete an original piece of scholarship or creative work in the senior year.

Second Bachelor's Degree

Students who already have a bachelor's degree and want to earn a second bachelor's degree in the School of Journalism and Communication may apply for premajor status through the university's Office of Admissions. Upon fulfilling the requirements for application for admission, they may apply for major status. Students must complete all of the school's requirements for graduation including the school's arts and sciences requirement and university requirements for the BA or BS. Credits, including transfer credits, earned for the first bachelor's degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined previously.

Four-Year Degree Plan

Please see the four-year degree plan in the Journalism section (p. 736).

Courses

J 100. Media Professions. 2 Credits.
Introduction to dynamic media and communication professions, opportunities, and issues, as well as to majors in journalism and communication.

J 101. Grammar for Communicators. 2 Credits.
Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to media style. Premajor status required.

J 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

J 198. Colloquium: [Topic]. 1-2 Credits.
Repeatable.

J 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

J 201. Media and Society. 4 Credits.
Introduction to the critical examination of the roles of media in society.
J 342. The Creative Strategist. 4 Credits.
Creative approaches to ideation and strategic thinking for all advertising specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only. Prereq: J 205, 206.

J 350. Principles of Public Relations. 4 Credits.
Overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and legal and ethical concerns.

J 352. Strategic Writing and Media Relations. 4 Credits.
Writing-intensive lab; students produce strategic, theory-based content for multiple media platforms using various journalistic styles and storytelling skills and incorporating ethical media-relations practices. Prereq: J 205, 206, 207, 350 with a grade of mid-C or better.

J 361. Reporting I. 4 Credits.
News gathering and writing. Extensive writing in class and outside of class in a variety of forms: news, features, interviews, multimedia scripts. Journalism majors only. Prereq: J 205, 206 with a grade of mid-C or better.

J 365. Photojournalism. 4 Credits.
Visual reporting techniques, with emphasis on practice, law, and ethics of photojournalism and photographic communication. Laboratory and portfolio-intensive. Majors only. Prereq: J 205, J 206 with a grade of mid-C or better.

J 371. Feature Writing I. 4 Credits.
Introduction to feature writing for print and online media; marketing your ideas and stories. Journalism majors only. Prereq: J 361 with a grade of mid-C or better.

J 385. Communication Law. 4 Credits.
Legal aspects of the media: constitutional freedom of expression, news gathering, access to public records, libel, privacy, copyright, advertising, electronic media regulation, and antitrust. Prereq: J 201 with a grade of mid-C or better.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States. Prereq: J 201 with a grade of mid-C or better.

J 396. International Communication. 4 Credits.
National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prereq: J 201 with a grade of mid-C or better.

J 397. Media Ethics. 4 Credits.
Ethical problems in the media: privacy, violence, pornography, truth-telling, objectivity, media codes, public interest, media accountability. Prereq: J 201 with a grade of mid-C or better.

J 399. Special Studies: [Topic]. 1-5 Credits. Repeatable.

J 400M. Temporary Multilisted Course. 1-5 Credits. Repeatable.

J 401. Research: [Topic]. 1-9 Credits. Repeatable.


J 404. Internship: [Topic]. 1-9 Credits. Repeatable for maximum of 9 credits.

J 405. Reading and Conference: [Topic]. 1-9 Credits. Repeatable.


J 407. Seminar: [Topic]. 1-4 Credits. Repeatable.

J 408. Workshop: [Topic]. 1-6 Credits. Repeatable.

J 409. Practicum: [Topic]. 1-4 Credits. Repeatable.

J 410. Experimental Course: [Topic]. 1-4 Credits. Repeatable.

J 412. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only. Prereq: J 201 with a grade of mid-C or better.

J 413. Communication Studies Capstone. 4 Credits.
Draws on skills and knowledge learned in other communications studies and related courses to demonstrate competence in broad areas of research. Prereq: J 314 for 4 credits with grade of mid-C or better.

J 416. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only. Prereq: J 201 with grade of mid-C or better.

J 421. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only. Prereq: J 331 with a grade of mid-C or better.

J 424H. Honors Theory and Research: [Topic]. 4 Credits.
Uses a variety of theories and methods to closely examine and analyze contemporary problems and situations in media and communications. Acceptance into School of Journalism and Communication honors program required for enrollment. Repeatable once when topic changes for a maximum of 8 credits.

J 427M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.

J 428M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years. Prereq: J 427M.

J 432. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only. Prereq: J 331, J 361 with a grade of mid-C or better.
J 434. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only.
Prereq: J 331, J 361, J 432 with a grade of mid-C or better.

J 436. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.
Prereq: J 361 with a mid-C or better.

J 443. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools.
Journalism: advertising majors only.
Prereq: J 207, 342 with a grade of mid-C or better.

J 444. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 448. Advertising Campaigns. 4 Credits.
Seniors produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only.
Prereq: three from J 443/543, 444/544, 457/557, 458/558, 459/559, 460/560 with a grade of mid-C or better.

J 449. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 452. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.
Prereq: J 352 with a grade of mid-C or better.

J 453. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.
Prereq: J 352 with a grade of mid-C or better.

J 454. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only.
Prereq: J 452, J 453, J 494 with a grade of mid-C or better.

J 457. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 458. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 459. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. For Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 460. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only.
Repeatable when topic changes.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 461. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only.
Prereq: J 361 or equivalent with a grade of mid-C or better.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 463. Specialized Reporting: [Topic]. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only. Repeatable.
Prereq: J 361 with a grade of mid-C or better.

J 466. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 365 with a grade of mid-C or better.

J 467. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors and minors only; cinema studies majors for approved topics. Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 201 with a grade of mid-C or better.

J 468. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only.
Prereq: J 461 with a grade of mid-C or better.

J 469. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.
Prereq: J 207, J 361 with a grade of mid-C or better.

J 472. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.

J 473. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.
J 474. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.

J 475. Flux Production. 1-5 Credits.
Repeatable. Planning and production of "Flux" magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits.
Prereq: J 361 with a grade of mid-C or better.

J 480. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 483. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 494. Strategic Communications Research. 4 Credits.
Introduction to how and why research is conducted and used by public relations and advertising professionals to formulate strategic campaigns and evaluate their effectiveness. Majors only.
Prereq: J 342 or J 350.

J 495. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Majors and minors only. Repeatable when topic changes for a maximum of 12 credits.
Prereq: J 201 with a grade of mid-C or better.

J 496. Communication Ethics and Law: [Topic]. 4 Credits.
Analyzes of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors and minors only.
Prereq: J 201 with a grade of mid-C or better.

J 503. Thesis. 1-9 Credits.
Repeatable.

J 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 512. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only.

J 516. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only.

J 521. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only.

J 527M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.

J 528M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years.
Prereq: J 527M.

J 532. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only.

J 534. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only.
Prereq: J 532 with a grade of mid-C or better.

J 536. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.

J 543. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Journalism: advertising majors only.

J 544. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.

J 548. Advertising Campaigns. 4 Credits.
Graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only.

J 549. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 552. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.

J 553. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.
J 554. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only.
Prereq: J 552, J 553; one from J 594, J 595.

J 557. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only.

J 558. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only.

J 559. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. Journalism: advertising majors only.

J 560. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only.
Repeatable when topic changes.
Prereq: J 556.

J 561. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only.

J 562. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.

J 563. Specialized Reporting. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only.

J 566. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 567. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors only. Repeatable twice for a maximum of 12 credits when topic changes.

J 568. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only.
Prereq: J 561 with a grade of mid-C or better.

J 569. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.

J 572. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 573. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 574. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only.

J 575. Flux Production. 1-5 Credits.
Repeatable. Planning and production of “Flux” magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits.

J 580. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 583. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.

J 585. Communication Ethics and Law: [Topic]. 4 Credits.
Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors only.

J 601. Research: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 602. Supervised College Teaching. 1-5 Credits.
Repeatable for maximum of 5 credits.

J 603. Dissertation. 1-16 Credits.
Course may be repeated 25 times for credit after the initial instance.

J 604. Internship: [Topic]. 1-6 Credits.
Repeatable for maximum of 12 credits.

J 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

J 608. Workshop: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 609. Terminal Project. 1-6 Credits.
Repeatable for maximum of 6 credits.
J 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

J 611. Mass Communication and Society. 4 Credits.
Review of the literature of mass communication. Introduction to graduate study in journalism and communication.

J 612. Media Theory I. 5 Credits.
First in a three-part sequence introducing students to media theory, focusing on the social scientific tradition. Sequence with J 613, J 614.

J 613. Media Theory II. 5 Credits.
Second in a three-part sequence introducing students to media theory, focusing on critical approaches. Sequence with J 612, J 614.
Prereq: J 612.

J 614. Media Theory III. 5 Credits.
Third in a three-part sequence introducing students to media theory, focusing on contemporary theoretical perspectives. Series with J 612, J 613.
Prereq: J 613.

J 616. Introduction to Strategic Communication Marketing. 4 Credits.
Discussion of fundamental marketing concepts from the perspective of the manager. Analysis of complex marketing challenges in research, segmentation, targeting, pricing, distribution, and branding.

J 617. Strategic Communication Theory and Research: [Topic]. 4 Credits.
Theory, research, and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. Repeatable when topic changes for a maximum of 20 credits.
Prereq: graduate standing.

J 618. Strategic Communication Management. 4 Credits.
Elements of managing and leading organizations; examination of key issues faced by leaders. Topics include leadership theory, leading change, dealing with conflict, and performance and strategic management.

J 619. Teaching and the Professional Life. 4 Credits.
Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication.

J 621. Foundations of Strategic Communication. 4 Credits.
Reviews major theories, models, and practices in strategic communications. Theoretical topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

J 623. Creativity in Strategic Communication. 4 Credits.
Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns.

J 624. Strategic Communication: [Topic]. 2 Credits.
Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility. Repeatable with change in topic.

J 626. Strategic Marketing Communication. 4 Credits.
Examination, evaluation, and integration of advertising, public relations, sales promotion, direct marketing, social media, sponsorship and events, packaging, customer service, and personal selling.

J 627. Foundations of Multimedia Journalism. 4 Credits.
Serves as a foundation of theory and technique, with an introduction to storytelling forms, technical production skills, and the visual language. Students will learn how to use the tools of the trade so that they can communicate effectively with other multimedia journalists.

J 628. Multimedia Journalism Practices. 4 Credits.
Building on the J 627 course, students create a narrative video project that focuses on visual storytelling, character development, and present-tense storytelling.

J 638. Story and Commerce. 4 Credits.
Explores the changing face of narrative journalism as it investigates the new commercial opportunities for the professional journalist. Taught once or more per academic year.

J 641. Qualitative Research Methods. 4 Credits.
Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation.

J 642. Quantitative Research Methods. 4 Credits.
Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research.

J 643. Proseminar II. 5 Credits.
Seminars demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 612, J 613, J 614, J 641, and J 642.
Prereq: J 612, J 613, J 614, J 641, J 642.

J 644. Philosophy of Communication. 4 Credits.
Explores the philosophical foundations of communication in the United States, including political philosophies that range from Milton to McLuhan.

J 646. Political Economy of Communication. 4 Credits.
Introduction to the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets.

J 648. Cultural Approaches to Communication. 4 Credits.
Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems.

J 649. International Communication. 4 Credits.
Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies.

J 654. Reporting within Communities. 4 Credits.
Students explore and practice emerging "community-first" concepts of journalism and reporting to identify the needs of the communities served, codesigning processes and solutions to keep them engaged.

J 656. Producing the Story. 4 Credits.
Students work collaboratively to create a compelling, ethical work of journalism with impact, applying all aspects of community engagement, reporting, storytelling, and production skills learned in previous terms.

J 660. Advanced Research Methods: [Topic]. 4 Credits.
Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, historical methods, legal methods, content analysis, and survey methods. Repeatable when topic changes.
Prereq: J 641 or J 642, depending on topic.
**Journalism: Media Studies**

The University of Oregon undergraduate program is based on the premise that the best professional communicator is broadly educated. In accordance with national accrediting standards, students must take at least 104 credits in courses outside the School of Journalism and Communication. A maximum of 76 credits in the 180-credit undergraduate program may be in journalism and communication courses. Students learn about media practice and effects. They study the role of the media in society, the history of journalism, visual communication, the ethics of media practices, the economics of the media, new media technologies, international communication, diversity in the media, and the legal and social responsibilities of the media.

In addition, undergraduates take a two-term series of courses called Gateway to Media that immerses them in the fundamentals of digital storytelling, including multimedia story development and delivery across traditional, digital, and social platforms. The intent of this series of courses is to develop basic literacies and competencies for students who engage in collaborative media projects.

Majors are encouraged to consider a second major or a minor in a field related to their career goals. Preparation in a second field is a valuable addition to a student’s education and enhances employability.

Many students are active in campus affairs, working for the campus newspaper; the university’s radio station; the student-run advertising, design, video, and public relations agencies; the award-winning Flux and Ethos magazines; television and online programs; and alternative and online publications, including OR Magazine, the first student-produced iPad publication. The school also encourages them to participate in UO chapters of Ed on Campus, Ad Society, National Broadcasting Society, National Press Photographers Association, Public Relations Student Society of America, Society of Professional Journalists, and such national venues as the One Club for Art and Copy. Internships are encouraged and available at newspapers, magazines, broadcast stations, advertising agencies, public relations offices, nonprofit organizations, government offices, video production firms, online publications, and public policy offices.

The best preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, economics, history, and the political and social sciences. Prospective students also benefit from the study of mathematics, statistics, computer applications, and second languages.

Community college students planning to transfer to the School of Journalism and Communication should concentrate on college-transfer courses, especially in literature, economics, and history, that fulfill university requirements and the school’s general-studies requirements. Almost all professional courses are taken at the School of Journalism and Communication. Advising material is available to community college students online.

- Bachelor of Arts
- Bachelor of Science

**Undergraduate Studies**

The role of the school’s undergraduate program is to provide students with the creative, critical, and problem-solving skills they need to become ethical, professional communicators and critical media consumers.

**Premajor Admission**

New students planning to major in journalism enter the university as premajors and do not need to meet special admission requirements beyond the general university requirements.

Each premajor is assigned to a journalism and communication advisor who assists in planning programs, answering questions, and tracking progress toward admission as a major and toward graduation. Students should check with an advisor at least once a year to ensure that requirements are being met. In addition, students will be assigned a faculty advisor, who will guide them through the portfolio process. The director of student services for the school supervises undergraduate academic advising.

A university student in another major may switch to a journalism premajor online on the School of Journalism and Communication website. To become a premajor, a student must have a minimum cumulative grade point average (GPA) of 2.00 for all work at the University of Oregon.

**Premajor Program**

Students must complete the school’s premajor core curriculum, and earn grades of C or better:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**

8

**Admission as a Major**

Admission to the School of Journalism and Communication is competitive. The faculty considers applications from premajor students who have

- completed 24 or more graded credits of course work at the University of Oregon, earning a cumulative UO GPA of at least 2.90
- completed College Composition I (WR 121) and College Composition II (WR 122) or College Composition III (WR 123) with grades of P or C– or better
- completed the school’s premajor core curriculum

A student’s GPA is a major factor in the admissions decision. Students with a GPA of 3.25 or higher are guaranteed admission to the major.

Applicants with grade point averages between 2.90 and 3.24 are evaluated and judged competitively by an admissions committee as applications are received. The admissions committee considers the requirements listed above and other materials that applicants submit, including a personal statement, letters of recommendation, and a portfolio. Students with a GPA below 2.90 may petition the committee for admission. The committee has the option of waiving any of the requirements listed above if evidence of a candidate’s high potential for success in the major is presented and approved.

**Transfer Students**

Students transferring to the University of Oregon School of Journalism and Communication enter as premajors. They apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the university’s general standards for admission. To be admitted to
major status, transfer students must meet the school's requirements for admission as a major (p. 759).

Transfer Credit

The School of Journalism and Communication accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the Accrediting Council on Education in Journalism and Mass Communications are accepted for journalism credit and may fulfill specific course requirements.
2. Journalism credits may be accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. They do count toward the 76-credit limit set by national accrediting standards.
3. Regardless of the number of credits transferred, students must take at least 27 credits of journalism in residence to earn a degree from the University of Oregon.
4. Students may not take more than 76 credits in journalism courses out of the 180 total credits required for a bachelor's degree. They may, however, add credits to the 180-credit total to accommodate extra journalism credits (e.g., take 186 credits to accommodate as many as 82 credits in journalism).
5. The school accepts equivalent courses taught at other colleges to meet the Media and Society (J 201) requirement for application to be a major, and may accept equivalent courses to meet other core requirements if approved by the associate dean for undergraduate affairs.

Transfer students who want to discuss the transfer policy may consult the associate dean, director of student services, or academic advisors.

The school offers course work leading to bachelor of arts (BA) and bachelor of science (BS) degrees. Major requirements are the same for each. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the Bachelor's Degree Requirements (p. 907) section of this catalog.

Bachelor of Arts in Journalism: Media Studies Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
<tr>
<td>J 205</td>
<td>Gateway to Media I 1,2</td>
<td>4</td>
</tr>
<tr>
<td>J 206</td>
<td>Gateway to Media II 1,3</td>
<td>4</td>
</tr>
<tr>
<td>J 207</td>
<td>Gateway to Media III 4</td>
<td>4</td>
</tr>
<tr>
<td>J 314</td>
<td>Introduction to Media Studies</td>
<td>4</td>
</tr>
<tr>
<td>Select three of the following: 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 320</td>
<td>Gender, Media, and Diversity</td>
<td></td>
</tr>
<tr>
<td>J 385</td>
<td>Communication Law</td>
<td></td>
</tr>
<tr>
<td>J 387</td>
<td>Media History</td>
<td></td>
</tr>
<tr>
<td>J 396</td>
<td>International Communication</td>
<td></td>
</tr>
<tr>
<td>J 397</td>
<td>Media Ethics</td>
<td></td>
</tr>
<tr>
<td>Select three of the following: 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 412</td>
<td>Issues in Communication Studies: [Topic]</td>
<td></td>
</tr>
</tbody>
</table>

| J 467 | Issues in International Communication: [Topic] |         |
| J 495 | Research Methods: [Topic]                    |         |
| J 496 | Communication Ethics and Law: [Topic]        |         |

Course approved by advisor in any form of media production 4
J 413 Communication Studies Capstone 4

General Studies Requirements 5

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature courses 7,8</td>
<td>16</td>
</tr>
<tr>
<td>History courses 8</td>
<td>8</td>
</tr>
<tr>
<td>Economics courses 8</td>
<td>8</td>
</tr>
<tr>
<td>General studies courses in three other subject codes within the College of Arts and Sciences 8</td>
<td>24</td>
</tr>
</tbody>
</table>

Total Credits 112

1. Students must earn grades of mid-C or better. Grades for Gateway to Media I (J 205) and Gateway to Media II (J 206) are coordinated as an 8-credit unit in which students earn the same grade for both courses. In accordance with the school's policy, students must earn a C or better in Gateway to Media I (J 205) and Gateway to Media II (J 206) before advancing to Gateway to Media III (J 207).
2. Must be taken concurrently with Gateway to Media II (J 206).
3. Must be taken concurrently with Gateway to Media I (J 205).
4. Students must take course in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) and must earn a C or better in Gateway to Media III (J 207) before advancing in the major. Students who fail to enroll in Gateway to Media III (J 207) in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) or who fail to earn a C or better must repeat Gateway to Media I (J 205) and Gateway to Media II (J 206).
5. Students must take three 300-level and three 400-level context courses, such as ethics, history, law, diversity, or international communication.
6. Students must complete at least 104 nonjournalism credits.
7. Courses include the following:
   1. Literature courses taught by the Department of English and the Department of Comparative Literature. Courses in rhetoric, grammar, and cinema- or television-making do not count toward this requirement.
   2. Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments.
   3. Introduction to the Humanities I-III (HUM 101–103)
8. One of the following categories may be used to satisfy 8 credits of this requirement:
   - Courses taught in a second language that are part of a student's language program of study. Foreign-language courses used to fulfill the university's bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.
   - Courses treating film or television as literature that have significant reading and writing components.
Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements. In addition to the literature, history, and economics block requirements, journalism students must complete three additional blocks. Each block consists of 8 credits of a subject offered by the College of Arts and Sciences. Eligible subjects codes are AEIS, AFR, ANTH, ARB, ASIA, ASL, ASTR, BI, CAS, CH, CHIN, CINE, CIS, CIT, CLAS, COLT, CRWR, DANE, EALL, EC, ENG, ENV, ES, EURO, FINN, FLR, FR, GEOG, GEOL, GER, GRK, HBRW, HC, HIST, HPHY, HUM, INTL, ITAL, JDST, JPN, KRN, LAS, LAT, LING, LT, MATH, MDVL, NORW, PHIL, PHYS, PORT, PS, PSY, REES, REL, RL, RUSS, SCAN, SOC, SPAN, SWAH, SWED, TA, WGS, WR.

The additional blocks can overlap with the following requirements:
- Courses taken to fulfill the university’s arts and letters, social science, and science group-satisfying requirements (unless the course is also being used for journalism requirements in literature, history or economics)
- Courses taken toward the UO bachelor of science requirement
- Minor and second major course work in the College of Arts and Sciences
- Electives in the College of Arts and Sciences

The additional blocks cannot overlap with the following requirements:
- First- and second-year foreign language (if used for the bachelor of arts degree)
- Writing composition (WR) classes used for the UO writing requirement
- Courses used for the literature, history, or economics requirements in journalism

This requirement and the potential for overlap with other requirements can be very complicated and highly individualized.
Please speak with your academic advisor to learn about your options.

### Bachelor of Science in Journalism: Media Studies Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journalism Premajor Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
<tr>
<td><strong>Journalism: Media Studies Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J 205</td>
<td>Gateway to Media I</td>
<td>4</td>
</tr>
<tr>
<td>J 206</td>
<td>Gateway to Media II</td>
<td>4</td>
</tr>
<tr>
<td>J 207</td>
<td>Gateway to Media III</td>
<td>4</td>
</tr>
<tr>
<td>J 314</td>
<td>Introduction to Media Studies</td>
<td>4</td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>J 320</td>
<td>Gender, Media, and Diversity</td>
<td></td>
</tr>
<tr>
<td>J 385</td>
<td>Communication Law</td>
<td></td>
</tr>
<tr>
<td>J 387</td>
<td>Media History</td>
<td></td>
</tr>
<tr>
<td>J 396</td>
<td>International Communication</td>
<td></td>
</tr>
<tr>
<td>J 397</td>
<td>Media Ethics</td>
<td></td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>J 412</td>
<td>Issues in Communication Studies: [Topic]</td>
<td></td>
</tr>
<tr>
<td>J 467</td>
<td>Issues in International Communication: [Topic]</td>
<td></td>
</tr>
<tr>
<td>J 495</td>
<td>Research Methods: [Topic]</td>
<td></td>
</tr>
<tr>
<td>J 496</td>
<td>Communication Ethics and Law: [Topic]</td>
<td></td>
</tr>
<tr>
<td>Course approved by advisor in any form of media production</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>J 413</td>
<td>Communication Studies Capstone</td>
<td>4</td>
</tr>
<tr>
<td><strong>General Studies Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature courses</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

### History courses

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

### Economics courses

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

### General studies courses in three other subject codes within the College of Arts and Sciences

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
</tr>
</tbody>
</table>

### Total Credits

| 112 |

1. Students must earn grades of mid-C or better. Grades for Gateway to Media I (J 205) and Gateway to Media II (J 206) are coordinated as an 8-credit unit in which students earn the same grade for both courses. In accordance with the school's policy, students must earn a C or better in Gateway to Media I (J 205) and Gateway to Media II (J 206) before advancing to Gateway to Media III (J 207).
2. Must be taken concurrently with Gateway to Media II (J 206).
3. Must be taken concurrently with Gateway to Media I (J 205).
4. Students must take course in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) and must earn a C or better in Gateway to Media III (J 207) before advancing in the major. Students who fail to enroll in Gateway to Media III (J 207) in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) or who fail to earn a C or better must repeat Gateway to Media I (J 205) and Gateway to Media II (J 206).
5. Students must take three 300-level and three 400-level context courses, such as ethics, history, law, diversity, or international communication.
6. Students must complete at least 104 nonjournalism credits.
7. Courses include the following:
   1. Literature courses taught by the Department of English and the Department of Comparative Literature. Courses in rhetoric, grammar, and cinema- or television-making do not count toward this requirement.
   2. Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments.
   3. Introduction to the Humanities I-III (HUM 101–103)

One of the following categories may be used to satisfy 8 credits of this requirement:
- Courses taught in a second language that are part of a student's language program of study. Foreign-language courses used to fulfill the university’s bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.
- Courses treating film or television as literature that have significant reading and writing components.
Additional Requirements

- Satisfactory completion of a minimum of 60 credits and a maximum of 76 credits in journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and Communication and at least 24 must be upper division
- Satisfactory completion of at least 104 credits in academic fields other than journalism. A student who graduates with 180 credits must count no more than 76 credits (including transfer credits) in journalism toward the degree
- Students must take a minimum of 20 upper-division credits in journalism: media studies, including prerequisites
- Majors and premajors must take all school courses for letter grades unless a course is offered pass/no pass (P/N). All graded journalism courses taken to satisfy the major must be passed with a grade of mid-C or better
- A cumulative GPA of 2.70 or better in courses taken in the School of Journalism and Communication at the time of graduation

This requirement and the potential for overlap with other requirements can be very complicated and highly individualized. Please speak with your academic advisor to learn about your options.

Courses

J 100. Media Professions. 2 Credits.
Introduction to dynamic media and communication professions, opportunities, and issues, as well as to majors in journalism and communication.

J 101. Grammar for Communicators. 2 Credits.
Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to media style. Premajor status required.

J 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

J 198. Colloquium: [Topic]. 1-2 Credits.
Repeatable.

J 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

J 201. Media and Society. 4 Credits.
Introduction to the critical examination of the roles of media in society.

J 205. Gateway to Media I. 4 Credits.
Integrates critical thinking with professional media skills needed for nonfiction storytelling in a multimedia environment. Sequence with J 206 and J 207. Majors only.
Coreq: J 206.

J 206. Gateway to Media II. 4 Credits.
Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Sequence with J 205 and J 207. Majors only.
Coreq: J 205.

J 207. Gateway to Media III. 4 Credits.
Integrates critical thinking and intermediate nonfiction storytelling across media platforms. Sequence with J 205 and J 206. Majors only.
Prereq: J 205, J 206.

Honors Program

The honors program provides high-achieving students the opportunity to develop analytic, creative, critical thinking and research skills in small-group, discussion-oriented courses. The program develops a small multidisciplinary community of communications scholars from all the majors within the School of Journalism and Communication.

Students take three honors courses focusing on media theory, research, or issues, which partially fulfill the context course requirement. In addition, students complete an original piece of scholarship or creative work in the senior year.

The program targets journalism majors entering their junior year who have a minimum 3.50 cumulative UO GPA. Applications are accepted each spring for the following year’s cohort. Clark Honors College students are eligible to apply. More information is available on the school’s website.

Second Bachelor’s Degree

Students who already have a bachelor’s degree and want to earn a second bachelor's degree in the School of Journalism and Communication may apply for premajor status through the university’s Office of Admissions. Upon fulfilling the requirements for application for admission, they may apply for major status. Students must complete all of the school’s requirements for graduation including the school’s arts and sciences requirement and university requirements for the BA or BS. Credits, including transfer credits, earned for the first bachelor’s degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined previously.

Internship

A major may earn no more than 9 credits in Internship: [Topic] (J 404).

Second Bachelor’s Degree

Students who already have a bachelor's degree and want to earn a second bachelor's degree in the School of Journalism and Communication may apply for premajor status through the university’s Office of Admissions. Upon fulfilling the requirements for application for admission, they may apply for major status. Students must complete all of the school's requirements for graduation including the school's arts and sciences requirement and university requirements for the BA or BS. Credits, including transfer credits, earned for the first bachelor's degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined previously.

Four-Year Degree Plan

Please see the four-year degree plan in the Journalism section (p. 736).
J 208. Introduction to Documentary Production. 4 Credits.
Introduction to the theory and practice of documentary production. Focuses on aesthetics, technology, research, and writing fundamentals of documentary making, covering preproduction, production, and postproduction. Cinema studies majors only.
Prereq: J 201, ENG 260; two from ENG 265, 266, 267.

J 209. Understanding Media. 4 Credits.
Enhances media literacy through examination of contemporary issues in media use and practice, the media as popular culture, and ways the media affect participation in public discourse. For nonmajors.

J 314. Introduction to Media Studies. 4 Credits.
Presents a historical overview of the study of media, with in-depth discussion of primary theoretical approaches and their application to the current media environment. Majors only.
Prereq: J 201 with a grade of mid-C or better.

J 315H. Honors Media Theory and Research. 4 Credits.
Foundation course for honors program. Introduction to seminal theories in communication; overview of methodologies used in the study of theories. Acceptance into School of Journalism and Communication honors program required for enrollment.

J 320. Gender, Media, and Diversity. 4 Credits.
Critical study of the media with regard to gender, race, ethnicity, and other social divisions. Ramification and possible mechanisms of change.
Prereq: J 201 with a grade of mid-C or better.

J 331. Digital Video Production. 4 Credits.
Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
Prereq: J 207 with a grade of mid-C or better or J 208 with a grade of mid-C or better.

J 333. Writing for Multimedia. 4 Credits.
Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, web-based applications, and striking the balance between word and image. Journalism majors or multimedia minor standing only.
Prereq: ARTD 250, 251, 252.

J 340. Principles of Advertising. 4 Credits.
Role of advertising in the distribution of goods and services; the advertising agency; the campaign; research and testing; the selection of media: print, electronic, outdoor advertising, direct mailing. Not for journalism: advertising majors.

J 342. The Creative Strategist. 4 Credits.
Creative approaches to ideation and strategic thinking for all advertising specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
Prereq: J 205, 206.

J 350. Principles of Public Relations. 4 Credits.
Overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and legal and ethical concerns.

J 352. Strategic Writing and Media Relations. 4 Credits.
Writing-intensive lab; students produce strategic, theory-based content for multiple media platforms using various journalistic styles and storytelling skills and incorporating ethical media-relations practices.
Prereq: J 205, 206, 207, 350 with a grade of mid-C or better.

J 361. Reporting I. 4 Credits.
News gathering and writing. Extensive writing in class and outside of class in a variety of forms: news, features, interviews, multimedia scripts. Journalism majors only.
Prereq: J 205, 206 with a grade of mid-C or better.

J 365. Photojournalism. 4 Credits.
Visual reporting techniques, with emphasis on practice, law, and ethics of photojournalism and photographic communication. Laboratory and portfolio-intensive. Majors only.
Prereq: J 205, J 206 with a grade of mid-C or better.

J 371. Feature Writing I. 4 Credits.
Introduction to feature writing for print and online media; marketing your ideas and stories. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 385. Communication Law. 4 Credits.
Legal aspects of the media: constitutional freedom of expression, news gathering, access to public records, libel, privacy, copyright, advertising, electronic media regulation, and antitrust.
Prereq: J 201 with a grade of mid-C or better.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States.
Prereq: J 201 with a grade of mid-C or better.

J 396. International Communication. 4 Credits.
National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies.
Prereq: J 201 with a grade of mid-C or better.

J 397. Media Ethics. 4 Credits.
Ethical problems in the media: privacy, violence, pornography, truth-telling, objectivity, media codes, public interest, media accountability.
Prereq: J 201 with a grade of mid-C or better.

J 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

J 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

J 401. Research: [Topic]. 1-9 Credits.
Repeatable.

J 403. Thesis. 1-9 Credits.
Repeatable.

J 404. Internship: [Topic]. 1-9 Credits.
Repeatable for maximum of 9 credits.

J 405. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable.

J 406. Special Problems: [Topic]. 1-9 Credits.
Repeatable.

J 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

J 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.
J 412. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only.
Prereq: J 201 with a grade of mid-C or better.

J 413. Communication Studies Capstone. 4 Credits.
Draws on skills and knowledge learned in other communications studies and related courses to demonstrate competence in broad areas of research.
Prereq: J 314 for 4 credits with grade of mid-C or better.

J 416. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only.
Prereq: J 201 with grade of mid-C or better.

J 421. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only.
Prereq: J 331 with a grade of mid-C or better.

J 424H. Honors Theory and Research: [Topic]. 4 Credits.
Uses a variety of theories and methods to closely examine and analyze contemporary problems and situations in media and communications. Acceptance into School of Journalism and Communication honors program required for enrollment. Repeatable once when topic changes for a maximum of 8 credits.

J 427M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.

J 428M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years.
Prereq: J 427M.

J 432. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only.
Prereq: J 331, J 361 with a grade of mid-C or better.

J 434. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only.
Prereq: J 331, J 361, J 432 with a grade of mid-C or better.

J 436. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.
Prereq: J 361 with a mid-C or better.

J 443. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Journalism: advertising majors only.
Prereq: J 207, 342 with a grade of mid-C or better.

J 444. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 448. Advertising Campaigns. 4 Credits.
Seniors produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only.
Prereq: three from J 443/543, 444/544, 457/557, 458/558, 459/559, 460/560 with a grade of mid-C or better.

J 449. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 452. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.
Prereq: J 352 with a grade of mid-C or better.

J 453. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.
Prereq: J 352 with a grade of mid-C or better.

J 454. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only.
Prereq: J 452, J 453; J 494 with a grade of mid-C or better.

J 457. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 458. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 459. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. For Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 460. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only.
Repeatable when topic changes.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.
J 461. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only. Prereq: J 361 or equivalent with a grade of mid-C or better.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only. Prereq: J 361 with a grade of mid-C or better.

J 463. Specialized Reporting: [Topic]. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only. Repeatable. Prereq: J 361 with a grade of mid-C or better.

J 466. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes. Prereq: J 365 with a grade of mid-C or better.

J 467. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors and minors only; cinema studies majors for approved topics. Repeatable twice for a maximum of 12 credits when topic changes. Prereq: J 201 with a grade of mid-C or better.

J 468. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only. Prereq: J 461 with a grade of mid-C or better.

J 469. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits. Prereq: J 207, J 361 with a grade of mid-C or better.

J 472. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only. Prereq: J 361, J 371 with a grade of mid-C or better.

J 473. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only. Prereq: J 361, J 371 with a grade of mid-C or better.

J 474. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only. Prereq: J 361, J 371 with a grade of mid-C or better.

J 475. Flux Production. 1-5 Credits.
Repeatable. Planning and production of "Flux" magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits. Prereq: J 361 with a grade of mid-C or better.

J 480. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 483. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only. Prereq: J 361 with a grade of mid-C or better.

J 494. Strategic Communications Research. 4 Credits.
Introduction to how and why research is conducted and used by public relations and advertising professionals to formulate strategic campaigns and evaluate their effectiveness. Majors only. Prereq: J 342 or J 350.

J 495. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Majors and minors only. Repeatable when topic changes for a maximum of 12 credits. Prereq: J 201 with a grade of mid-C or better.

J 496. Communication Ethics and Law: [Topic]. 4 Credits.
Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors and minors only. Prereq: J 201 with a grade of mid-C or better.

J 503. Thesis. 1-9 Credits.
Repeatable.

J 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 512. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only.

J 516. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only.

J 521. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only.

J 527M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.
J 528M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years.
Prereq: J 527M.

J 532. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only.

J 534. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only.
Prereq: J 532 with a grade of mid-C or better.

J 536. Media Design: [Topic]. 4 Credits.
Focusses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.

J 543. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Journalism: advertising majors only.

J 544. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.

J 548. Advertising Campaigns. 4 Credits.
Graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only.

J 549. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 552. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.

J 553. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.

J 554. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only.
Prereq: J 552, J 553; one from J 594, J 595.

J 557. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only.

J 558. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only.

J 559. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. Journalism: advertising majors only.

J 560. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only. Repeatable when topic changes.
Prereq: J 556.

J 561. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only.

J 562. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.

J 563. Specialized Reporting. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only.

J 566. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 567. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors only. Repeatable twice for a maximum of 12 credits when topic changes.

J 568. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only.
Prereq: J 561 with a grade of mid-C or better.

J 569. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.

J 572. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 573. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 574. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only.
J 575. Flux Production. 1-5 Credits.
Repeatable. Planning and production of "Flux" magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits.

J 580. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 583. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of interviewing, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.

J 595. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Journalism majors only. Repeatable when topic changes for a maximum of 12 credits.

J 596. Communication Ethics and Law: [Topic]. 4 Credits.
Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors only.

J 601. Research: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 602. Supervised College Teaching. 1-5 Credits.
Repeatable for maximum of 5 credits.

J 603. Dissertation. 1-16 Credits.
Course may be repeated 25 times for credit after the initial instance.

J 604. Internship: [Topic]. 1-6 Credits.
Repeatable for maximum of 12 credits.

J 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

J 608. Workshop: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 609. Terminal Project. 1-6 Credits.
Repeatable for maximum of 6 credits.

J 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

J 611. Mass Communication and Society. 4 Credits.
Review of the literature of mass communication. Introduction to graduate study in journalism and communication.

J 612. Media Theory I. 5 Credits.
First in a three-part sequence introducing students to media theory, focusing on the social scientific tradition. Sequence with J 613, J 614.

J 613. Media Theory II. 5 Credits.
Second in a three-part sequence introducing students to media theory, focusing on critical approaches. Sequence with J 612, J 614. Prereq: J 612.

J 614. Media Theory III. 5 Credits.
Third in a three-part sequence introducing students to media theory, focusing on contemporary theoretical perspectives. Series with J 612, J 613. Prereq: J 613.

J 616. Introduction to Strategic Communication Marketing. 4 Credits.
Discussion of fundamental marketing concepts from the perspective of the manager. Analysis of complex marketing challenges in research, segmentation, targeting, pricing, distribution, and branding.

J 617. Strategic Communication Theory and Research: [Topic]. 4 Credits.
Theory, research, and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. Repeatable when topic changes for a maximum of 20 credits. Prereq: graduate standing.

J 618. Strategic Communication Management. 4 Credits.
Elements of managing and leading organizations; examination of key issues faced by leaders. Topics include leadership theory, leading change, dealing with conflict, and performance and strategic management.

J 619. Teaching and the Professional Life. 4 Credits.
Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication.

J 621. Foundations of Strategic Communication. 4 Credits.
Reviews major theories, models, and practices in strategic communications. Theoretical topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

J 623. Creativity in Strategic Communication. 4 Credits.
Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns.

J 624. Strategic Communication: [Topic]. 2 Credits.
Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility. Repeatable with change in topic.

J 626. Strategic Marketing Communication. 4 Credits.
Examination, evaluation, and integration of advertising, public relations, sales promotion, direct marketing, social media, sponsorship and events, packaging, customer service, and personal selling.

J 627. Foundations of Multimedia Journalism. 4 Credits.
Serves as a foundation of theory and technique, with an introduction to storytelling forms, technical production skills, and the visual language. Students will learn how to use the tools of the trade so that they can communicate effectively with other multimedia journalists.

J 628. Multimedia Journalism Practices. 4 Credits.
Building on the J 627 course, students create a narrative video project that focuses on visual storytelling, character development, and present-tense storytelling.
J 638. Story and Commerce. 4 Credits.
Explores the changing face of narrative journalism as it investigates the new commercial opportunities for the professional journalist. Taught once or more per academic year.

J 641. Qualitative Research Methods. 4 Credits.
Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation.

J 642. Quantitative Research Methods. 4 Credits.
Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research.

J 643. Proseminar II. 5 Credits.
Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 612, J 613, J 614, J 641, and J 642. Prereq: J 612, J 613, J 614, J 641, J 642.

J 644. Philosophy of Communication. 4 Credits.
Explores the philosophical foundations of communication in the United States, including political philosophies that range from Milton to McLuhan.

J 646. Political Economy of Communication. 4 Credits.
Introduction to the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets.

J 648. Cultural Approaches to Communication. 4 Credits.
Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems.

J 649. International Communication. 4 Credits.
Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies.

J 654. Reporting within Communities. 4 Credits.
Students explore and practice emerging "community-first" concepts of journalism and reporting to identify the needs of the communities served, codesigning processes and solutions to keep them engaged.

J 656. Producing the Story. 4 Credits.
Students work collaboratively to create a compelling, ethical work of journalism with impact, applying all aspects of community engagement, reporting, storytelling, and production skills learned in previous terms.

J 660. Advanced Research Methods: [Topic]. 4 Credits.
Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, historical methods, legal methods, content analysis, and survey methods. Repeatable when topic changes. Prereq: J 641 or J 642, depending on topic.

Journalism: Public Relations

The University of Oregon undergraduate program is based on the premise that the best professional communicator is broadly educated. In accordance with national accrediting standards, students must take at least 104 credits in courses outside the School of Journalism and Communication. A maximum of 76 credits in the 180-credit undergraduate program may be in journalism and communication courses. Students learn about media practice and effects. They study the role of the media in society, the history of journalism, visual communication, the ethics of media practices, the economics of the media, new media technologies, international communication, diversity in the media, and the legal and social responsibilities of the media.

In addition, undergraduates take a two-term series of courses called Gateway to Media that immerses them in the fundamentals of digital storytelling, including multimedia story development and delivery across traditional, digital, and social platforms. The intent of this series of courses is to develop basic literacies and competencies for students who engage in collaborative media projects.

Majors are encouraged to consider a second major or a minor in a field related to their career goals. Preparation in a second field is a valuable addition to a student's education and enhances employability.

Many students are active in campus affairs, working for the campus newspaper; the university's radio station; the student-run advertising, design, video, and public relations agencies; the award-winning Flux and Ethos magazines; television and online programs; and alternative and online publications, including OR Magazine, the first student-produced iPad publication. The school also encourages them to participate in UO chapters of Ed on Campus, Ad Society, National Broadcasting Society, National Press Photographers Association, Public Relations Student Society of America, Society of Professional Journalists, and such national venues as the One Club for Art and Copy. Internships are encouraged and available at newspapers, magazines, broadcast stations, advertising agencies, public relations offices, nonprofit organizations, government offices, video production firms, online publications, and public policy offices.

The best preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, economics, history, and the political and social sciences. Prospective students also benefit from the study of mathematics, statistics, computer applications, and second languages.

Community college students planning to transfer to the School of Journalism and Communication should concentrate on college-transfer courses, especially in literature, economics, and history, that fulfill university requirements and the school's general-studies requirements. Almost all professional courses are taken at the School of Journalism and Communication. Advising material is available to community college students online.

- Bachelor of Arts
- Bachelor of Science

Undergraduate Studies

The role of the school's undergraduate program is to provide students with the creative, critical, and problem-solving skills they need to become ethical, professional communicators and critical media consumers.

Premajor Admission

New students planning to major in journalism enter the university as premajors and do not need to meet special admission requirements beyond the general university requirements.

Each premajor is assigned to a journalism and communication advisor who assists in planning programs, answering questions, and tracking progress toward admission as a major and toward graduation. Students should check with an advisor at least once a year to ensure that requirements are being met. In addition, students will be assigned a faculty advisor, who will guide them through the portfolio process. The
director of student services for the school supervises undergraduate academic advising.

A university student in another major may switch to a journalism premajor online on the School of Journalism and Communication website. To become a premajor, a student must have a minimum cumulative grade point average (GPA) of 2.00 for all work at the University of Oregon.

Premajor Program

Students must complete the school’s premajor core curriculum, and earn grades of C or better:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Admission as a Major

Admission to the School of Journalism and Communication is competitive. The faculty considers applications from premajor students who have

- completed 24 or more graded credits of course work at the University of Oregon, earning a cumulative UO GPA of at least 2.90
- completed College Composition I (WR 121) and College Composition II (WR 122) or College Composition III (WR 123) with grades of P or C– or better
- completed the school’s premajor core curriculum

A student’s GPA is a major factor in the admissions decision. Students with a GPA of 3.25 or higher are guaranteed admission to the major.

Applicants with grade point averages between 2.90 and 3.24 are evaluated and judged competitively by an admissions committee as applications are received. The admissions committee considers the requirements listed above and other materials that applicants submit, including a personal statement, letters of recommendation, and a portfolio. Students with a GPA below 2.90 may petition the committee for admission. The committee has the option of waiving any of the requirements listed above if evidence of a candidate’s high potential for success in the major is presented and approved.

Transfer Students

Students transferring to the University of Oregon School of Journalism and Communication enter as premajors. They apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the school’s general standards for admission. To be admitted to major status, transfer students must meet the school’s requirements for admission as a major (p. 769).

Transfer Credit

The School of Journalism and Communication accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the Accrediting Council on Education in Journalism and Mass Communications are accepted for journalism credit and may fulfill specific course requirements
2. Journalism credits may be accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. They do count toward the 76-credit limit set by national accrediting standards
3. Regardless of the number of credits transferred, students must take at least 27 credits of journalism in residence to earn a degree from the University of Oregon
4. Students may not take more than 76 credits in journalism courses out of the 180 total credits required for a bachelor’s degree. They may, however, add credits to the 180-credit total to accommodate extra journalism credits (e.g., take 186 credits to accommodate as many as 82 credits in journalism)
5. The school accepts equivalent courses taught at other colleges to meet the Media and Society (J 201) requirement for application to be a major, and may accept equivalent courses to meet other core requirements if approved by the associate dean for undergraduate affairs

Transfer students who want to discuss the transfer policy may consult the associate dean, director of student services, or academic advisors.

The school offers course work leading to bachelor of arts (BA) and bachelor of science (BS) degrees. Major requirements are the same for each. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the Bachelor’s Degree Requirements section of this catalog.

Bachelor of Arts in Journalism: Public Relations Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Journalism Premajor Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>J 205</td>
<td>Gateway to Media I 1,2</td>
<td>4</td>
</tr>
<tr>
<td>J 206</td>
<td>Gateway to Media II 1,3</td>
<td>4</td>
</tr>
<tr>
<td>J 207</td>
<td>Gateway to Media III 1</td>
<td>4</td>
</tr>
<tr>
<td>J 350</td>
<td>Principles of Public Relations</td>
<td>4</td>
</tr>
<tr>
<td>J 352</td>
<td>Strategic Writing and Media Relations</td>
<td>4</td>
</tr>
<tr>
<td>J 452</td>
<td>Strategic Public Relations Communication</td>
<td>4</td>
</tr>
<tr>
<td>J 453</td>
<td>Strategic Planning and Cases</td>
<td>4</td>
</tr>
<tr>
<td>J 454</td>
<td>Public Relations Campaigns</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Select two of the following:</strong> 5</td>
<td></td>
</tr>
<tr>
<td>J 320</td>
<td>Gender, Media, and Diversity</td>
<td>2</td>
</tr>
<tr>
<td>J 385</td>
<td>Communication Law</td>
<td>2</td>
</tr>
<tr>
<td>J 387</td>
<td>Media History</td>
<td>2</td>
</tr>
<tr>
<td>J 396</td>
<td>International Communication</td>
<td>2</td>
</tr>
<tr>
<td>J 397</td>
<td>Media Ethics</td>
<td>2</td>
</tr>
<tr>
<td>J 494</td>
<td>Strategic Communications Research 5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Select one of the following:</strong> 5</td>
<td></td>
</tr>
<tr>
<td>J 412</td>
<td>Issues in Communication Studies: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>J 467</td>
<td>Issues in International Communication: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>J 495</td>
<td>Research Methods: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>J 496</td>
<td>Communication Ethics and Law: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>General Studies Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature courses 6,7</td>
<td>16</td>
</tr>
</tbody>
</table>
Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements. In addition to the literature, history, and economics block requirements, journalism students must complete three additional blocks. Each block consists of 8 credits of a subject offered by the College of Arts and Sciences. Eligible subjects codes are AEIS, AFR, ANTH, ARB, ASIA, ASL, ASTR, BI, CAS, CH, CHN, CINE, CIS, CIT, CLAS, COLT, CRWR, DANE, EALL, EC, ENG, ENVS, ES, EURO, FINN, FLR, FR, GEOG, GEOI, GER, GRK, HBRW, HC, HIST, HPHY, HUM, INTL, ITAL, JDST, JPN, KRN, LAS, LAT, LING, LT, MATH, MDVL, NORW, PHIL, PHYS, PORT, PS, PSY, REES, REL, RL, RUSS, SCAN, SOC, SPAN, SWAH, SWED, TA, WGS, WR.

The additional blocks can overlap with the following requirements:

- Courses used for the literature, history, or economics requirements in journalism
- Writing composition (WR) classes used for the UO writing requirement
- Courses used for the literature, history, or economics requirements in journalism

This requirement and the potential for overlap with other requirements can be very complicated and highly individualized. Please speak with your academic advisor to learn about your options.

### Bachelor of Science in Journalism: Public Relations Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 100</td>
<td>Media Professions</td>
<td>2</td>
</tr>
<tr>
<td>J 101</td>
<td>Grammar for Communicators</td>
<td>2</td>
</tr>
<tr>
<td>J 201</td>
<td>Media and Society</td>
<td>4</td>
</tr>
<tr>
<td>J 205</td>
<td>Gateway to Media I</td>
<td>1,2</td>
</tr>
<tr>
<td>J 206</td>
<td>Gateway to Media II</td>
<td>1,3</td>
</tr>
<tr>
<td>J 207</td>
<td>Gateway to Media III</td>
<td>4</td>
</tr>
<tr>
<td>J 350</td>
<td>Principles of Public Relations</td>
<td>4</td>
</tr>
<tr>
<td>J 352</td>
<td>Strategic Writing and Media Relations</td>
<td>4</td>
</tr>
<tr>
<td>J 452</td>
<td>Strategic Public Relations Communication</td>
<td>4</td>
</tr>
<tr>
<td>J 453</td>
<td>Strategic Planning and Cases</td>
<td>4</td>
</tr>
<tr>
<td>J 454</td>
<td>Public Relations Campaigns</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two of the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 320</td>
<td>Gender, Media, and Diversity</td>
<td>8</td>
</tr>
<tr>
<td>J 385</td>
<td>Communication Law</td>
<td></td>
</tr>
<tr>
<td>J 387</td>
<td>Media History</td>
<td></td>
</tr>
<tr>
<td>J 396</td>
<td>International Communication</td>
<td></td>
</tr>
<tr>
<td>J 397</td>
<td>Media Ethics</td>
<td></td>
</tr>
<tr>
<td>J 494</td>
<td>Strategic Communications Research</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one of the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 412</td>
<td>Issues in Communication Studies: [Topic]</td>
<td></td>
</tr>
<tr>
<td>J 467</td>
<td>Issues in International Communication:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Topic]</td>
<td></td>
</tr>
<tr>
<td>J 495</td>
<td>Research Methods: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>
General Studies Requirements

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature courses</td>
<td>16</td>
</tr>
<tr>
<td>History courses</td>
<td>8</td>
</tr>
<tr>
<td>Economics courses</td>
<td>8</td>
</tr>
<tr>
<td>General studies courses</td>
<td>24</td>
</tr>
</tbody>
</table>

Total Credits 112

1. Students must earn grades of mid-C or better. Grades for Gateway to Media I (J 205) and Gateway to Media II (J 206) are coordinated as an 8-credit unit in which students earn the same grade for both courses. In accordance with the school's policy, students must earn a C or better in Gateway to Media I (J 205) and Gateway to Media II (J 206) before advancing to Gateway to Media III (J 207).
2. Must be taken concurrently with Gateway to Media II (J 206).
3. Must be taken concurrently with Gateway to Media I (J 205).
4. Students must take course in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) and must earn a C or better in Gateway to Media III (J 207) before advancing in the major. Students who fail to enroll in Gateway to Media III (J 207) in the term immediately following Gateway to Media I (J 205) and Gateway to Media II (J 206) or who fail to earn a C or better must repeat Gateway to Media I (J 205) and Gateway to Media II (J 206).
5. Students must take two 300-level and two 400-level context courses, such as ethics, history, law, diversity, or international communication. Strategic Communications Research (J 494) is one of the two 400-level context courses required for public relations majors.
6. Courses include the following:
   1. Literature courses taught by the Department of English and the Department of Comparative Literature. Courses in rhetoric, grammar, and cinema- or television-making do not count toward this requirement.
   2. Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments.
   3. Introduction to the Humanities I-III (HUM 101–103)

One of the following categories may be used to satisfy 8 credits of this requirement:
   • Courses taught in a second language that are part of a student's language program of study. Foreign-language courses used to fulfill the university's bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.
   • Courses treating film or television as literature that have significant reading and writing components.

Additional Requirements

• Satisfactory completion of a minimum of 60 credits and a maximum of 76 credits in journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and Communication and at least 24 must be upper division
• Satisfactory completion of at least 104 credits in academic fields other than journalism. A student who graduates with 180 credits must count no more than 76 credits (including transfer credits) in journalism toward the degree
• Students must take a minimum of 20 upper-division credits in journalism: public relations, including prerequisites
• Majors and premajors must take all school courses for letter grades unless a course is only offered pass/no pass (P/N). All graded journalism courses taken to satisfy the major must be passed with a grade of mid-C or better
• A cumulative GPA of 2.70 or better in courses taken in the School of Journalism and Communication at the time of graduation

Internship

A major may earn no more than 9 credits in Internship: [Topic] (J 404).

Honors Program

The honors program provides high-achieving students the opportunity to develop analytic, creative, critical thinking and research skills in small-group, discussion-oriented courses. The program develops a small multidisciplinary community of communications scholars from all the majors within the School of Journalism and Communication.

Students take three honors courses focusing on media theory, research, or issues, which partially fulfill the context course requirement. In addition,
students complete an original piece of scholarship or creative work in the senior year.

The program targets journalism majors entering their junior year who have a minimum 3.50 cumulative UO GPA. Applications are accepted each spring for the following year’s cohort. Clark Honors College students are eligible to apply. More information is available on the school’s website.

Second Bachelor’s Degree
Students who already have a bachelor’s degree and want to earn a second bachelor’s degree in the School of Journalism and Communication may apply for premajor status through the university’s Office of Admissions. Upon fulfilling the requirements for application for admission, they may apply for major status. Students must complete all of the school’s requirements for graduation including the school’s arts and sciences requirement and university requirements for the BA or BS. Credits, including transfer credits, earned for the first bachelor’s degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined previously.

Four-Year Degree Plan
Please see the four-year degree plan in the Journalism section (p. 736).

Courses
J 100. Media Professions. 2 Credits.
Introduction to dynamic media and communication professions, opportunities, and issues, as well as to majors in journalism and communication.

J 101. Grammar for Communicators. 2 Credits.
Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to media style. Premajor status required.

J 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

J 198. Colloquium: [Topic]. 1-2 Credits.
Repeatable.

J 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

J 201. Media and Society. 4 Credits.
Introduction to the critical examination of the roles of media in society.

J 205. Gateway to Media I. 4 Credits.
Integrates critical thinking with professional media skills needed for nonfiction storytelling in a multimedia environment. Sequence with J 206 and J 207. Majors only.
Coreq: J 206.

J 206. Gateway to Media II. 4 Credits.
Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Sequence with J 205 and J 207. Majors only.
Coreq: J 205.

J 207. Gateway to Media III. 4 Credits.
Integrates critical thinking and intermediate nonfiction storytelling across media platforms. Sequence with J 205 and J 206. Majors only.
Prereq: J 205, J 206.

J 208. Introduction to Documentary Production. 4 Credits.
Introduction to the theory and practice of documentary production. Focuses on aesthetics, technology, research, and writing fundamentals of documentary making, covering preproduction, production and postproduction. Cinema studies majors only.
Prereq: J 201, ENG 260; two from ENG 265, 266, 267.

J 209. Understanding Media. 4 Credits.
Enhances media literacy through examination of contemporary issues in media use and practice, the media as popular culture, and ways the media affect participation in public discourse. For nonmajors.

J 314. Introduction to Media Studies. 4 Credits.
Presents a historical overview of the study of media, with in-depth discussion of primary theoretical approaches and their application to the current media environment. Majors only.
Prereq: J 201 with a grade of mid-C or better.

J 315H. Honors Media Theory and Research. 4 Credits.
Foundation course for honors program. Introduction to seminal theories in communication; overview of methodologies used in the study of theories. Acceptance into School of Journalism and Communication honors program required for enrollment.

J 320. Gender, Media, and Diversity. 4 Credits.
Critical study of the media with regard to gender, race, ethnicity, and other social divisions. Ramification and possible mechanisms of change.
Prereq: J 201 with a grade of mid-C or better.

J 331. Digital Video Production. 4 Credits.
Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
Prereq: J 207 with a grade of mid-C or better or J 208 with a grade of mid-C or better.

J 332. Writing for Multimedia. 4 Credits.
Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, web-based applications, and striking the balance between word and image. Journalism majors or multimedia minor standing only.
Prereq: ARTD 250, 251, 252.

J 340. Principles of Advertising. 4 Credits.
Role of advertising in the distribution of goods and services; the advertising agency; the campaign; research and testing; the selection of media: print, electronic, outdoor advertising, direct mailing. Not for journalism: advertising majors.

J 342. The Creative Strategist. 4 Credits.
Creative approaches to ideation and strategic thinking for all advertising specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
Prereq: J 205, 206.

J 350. Principles of Public Relations. 4 Credits.
Overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and legal and ethical concerns.

J 352. Strategic Writing and Media Relations. 4 Credits.
Writing-intensive lab; students produce strategic, theory-based content for multiple media platforms using various journalistic styles and storytelling skills and incorporating ethical media-relations practices.
Prereq: J 205, 206, 207, 350 with a grade of mid-C or better.
J 361. Reporting I. 4 Credits.
News gathering and writing. Extensive writing in class and outside of
class in a variety of forms: news, features, interviews, multimedia scripts. Journalism majors only.
Prereq: J 205, 206 with a grade of mid-C or better.

J 365. Photojournalism. 4 Credits.
Visual reporting techniques, with emphasis on practice, law, and ethics
of photojournalism and photographic communication. Laboratory and
portfolio-intensive. Majors only.
Prereq: J 205, J 206 with a grade of mid-C or better.

J 371. Feature Writing I. 4 Credits.
Introduction to feature writing for print and online media; marketing your
ideas and stories. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 385. Communication Law. 4 Credits.
Legal aspects of the media: constitutional freedom of expression, news
gathering, access to public records, libel, privacy, copyright, advertising,
electronic media regulation, and antitrust.
Prereq: J 201 with a grade of mid-C or better.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States.
Prereq: J 201 with a grade of mid-C or better.

J 396. International Communication. 4 Credits.
National and cultural differences in media and information systems,
global news and information flows, implications of rapid technological
change, and communication and information policies.
Prereq: J 201 with a grade of mid-C or better.

J 397. Media Ethics. 4 Credits.
Ethical problems in the media: privacy, violence, pornography, truth-
telling, objectivity, media codes, public interest, media accountability.
Prereq: J 201 with a grade of mid-C or better.

J 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

J 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

J 401. Research: [Topic]. 1-9 Credits.
Repeatable.

J 403. Thesis. 1-9 Credits.
Repeatable.

J 404. Internship: [Topic]. 1-9 Credits.
Repeatable for maximum of 9 credits.

J 405. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable.

J 406. Special Problems: [Topic]. 1-9 Credits.
Repeatable.

J 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

J 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 412. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects
of media content, processes, and audiences. Repeatable when topic
changes. Majors only.
Prereq: J 201 with a grade of mid-C or better.

J 413. Communication Studies Capstone. 4 Credits.
Draws on skills and knowledge learned in other communications studies
and related courses to demonstrate competence in broad areas of
research.
Prereq: J 314 for 4 credits with grade of mid-C or better.

J 416. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic
expression and an instrument of social commentary. Majors, cinema
studies majors, and communication studies minors only.
Prereq: J 201 with grade of mid-C or better.

J 421. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short
documentary. Journalism and cinema studies majors only.
Prereq: J 331 with a grade of mid-C or better.

J 424H. Honors Theory and Research: [Topic]. 4 Credits.
Uses a variety of theories and methods to closely examine and analyze
contemporary problems and situations in media and communications.
Acceptance into School of Journalism and Communication honors
program required for enrollment. Repeatable once when topic changes
for a maximum of 8 credits.

J 427M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon
since 1500 and teaches students to conduct oral history interviews.
Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered
alternate years.

J 428M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short
documentary using oral history as the story. Covers basic theory and
practice of digital film-video documentary production. Multilisted with
ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate
years.

J 432. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the
electronic media. Journalism majors only.
Prereq: J 331, J 361 with a grade of mid-C or better.

J 434. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live
programming for local cable systems. Journalism majors only.
Prereq: J 331, J 361, J 432 with a grade of mid-C or better.

J 436. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing,
typography, and work-picture composition and interaction for long-
form visual storytelling across legacy- and emerging-media platforms.
Repeatable twice for a maximum of 12 credits.
Prereq: J 361 with a grade of mid-C or better.

J 443. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching
a designated target audience. Use of media measurement tools.
Journalism: advertising majors only.
Prereq: J 207, 342 with a grade of mid-C or better.
J 444. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only. Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 448. Advertising Campaigns. 4 Credits.
Seniors produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only. Prereq: three from J 443/543, 444/544, 457/557, 458/558, 459/559, 460/560 with a grade of mid-C or better.

J 449. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 452. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only. Prereq: J 352 with a grade of mid-C or better.

J 453. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only. Prereq: J 352 with a grade of mid-C or better.

J 454. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only. Prereq: J 452, J 453; J 494 with a grade of mid-C or better.

J 457. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only. Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 458. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only. Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 459. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. For Journalism: advertising majors only. Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 460. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only. Repeatable when topic changes. Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 461. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only. Prereq: J 361 or equivalent with a grade of mid-C or better.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only. Prereq: J 361 with a grade of mid-C or better.

J 463. Specialized Reporting: [Topic]. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiformat journalism. Journalism majors only. Repeatable. Prereq: J 361 with a grade of mid-C or better.

J 466. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes. Prereq: J 365 with a grade of mid-C or better.

J 467. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors and minors only; cinema studies majors for approved topics. Repeatable twice for a maximum of 12 credits when topic changes. Prereq: J 201 with a grade of mid-C or better.

J 468. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only. Prereq: J 461 with a grade of mid-C or better.

J 469. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits. Prereq: J 207, J 361 with a grade of mid-C or better.

J 472. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only. Prereq: J 361, J 371 with a grade of mid-C or better.

J 473. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only. Prereq: J 361, J 371 with a grade of mid-C or better.

J 474. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only. Prereq: J 361, J 371 with a grade of mid-C or better.

J 475. Flux Production. 1-5 Credits.
Repeatable. Planning and production of "Flux" magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits. Prereq: J 361 with a grade of mid-C or better.
J 480. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 483. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 494. Strategic Communications Research. 4 Credits.
Introduction to how and why research is conducted and used by public relations and advertising professionals to formulate strategic campaigns and evaluate their effectiveness. Majors only.
Prereq: J 342 or J 350.

J 495. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Majors and minors only. Repeatable when topic changes for a maximum of 12 credits.
Prereq: J 201 with a grade of mid-C or better.

J 496. Communication Ethics and Law: [Topic]. 4 Credits.
Analyzes ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors and minors only.
Prereq: J 201 with a grade of mid-C or better.

J 503. Thesis. 1-9 Credits.
Repeatable.

J 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 512. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only.

J 516. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only.

J 521. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only.

J 527M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 427M/528M. Offered alternate years.

J 528M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years.
Prereq: J 527M.

J 532. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only.

J 534. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only.
Prereq: J 532 with a grade of mid-C or better.

J 536. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.

J 543. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Journalism: advertising majors only.

J 544. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.

J 548. Advertising Campaigns. 4 Credits.
Graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only.

J 549. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 552. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.

J 553. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.

J 554. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only.
Prereq: J 552, J 553; one from J 594, J 595.

J 557. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only.
J 558. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only.

J 559. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. Journalism: advertising majors only.

J 560. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only. Repeatable when topic changes.
Prereq: J 556.

J 561. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only.

J 562. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.

J 563. Specialized Reporting. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only.

J 566. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 567. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors only. Repeatable twice for a maximum of 12 credits when topic changes.

J 568. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only.
Prereq: J 561 with a grade of mid-C or better.

J 569. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.

J 572. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 573. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 574. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only.

J 575. Flux Production. 1-5 Credits.
Repeatable. Planning and production of "flux" magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits.

J 580. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 583. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.

J 595. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Journalism majors only. Repeatable when topic changes for a maximum of 12 credits.

J 601. Research: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 602. Supervised College Teaching. 1-5 Credits.
Repeatable for maximum of 5 credits.

J 603. Dissertation. 1-16 Credits.
Course may be repeated 25 times for credit after the initial instance.

J 604. Internship: [Topic]. 1-6 Credits.
Repeatable for maximum of 12 credits.

J 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

J 608. Workshop: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 609. Terminal Project. 1-6 Credits.
Repeatable for maximum of 6 credits.

J 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

J 611. Mass Communication and Society. 4 Credits.
Review of the literature of mass communication. Introduction to graduate study in journalism and communication.

J 612. Media Theory I. 5 Credits.
First in a three-part sequence introducing students to media theory, focusing on the social scientific tradition. Sequence with J 613, J 614.
J 613. Media Theory II. 5 Credits.
Second in a three-part sequence introducing students to media theory, focusing on critical approaches. Sequence with J 612, J 614. Prereq: J 612.

J 614. Media Theory III. 5 Credits.
Third in a three-part sequence introducing students to media theory, focusing on contemporary theoretical perspectives. Series with J 612, J 613. Prereq: J 613.

J 616. Introduction to Strategic Communication Marketing. 4 Credits.
Discussion of fundamental marketing concepts from the perspective of the manager. Analysis of complex marketing challenges in research, segmentation, targeting, pricing, distribution, and branding.

J 617. Strategic Communication Theory and Research: [Topic]. 4 Credits.
Theory, research, and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. Repeatable when topic changes for a maximum of 20 credits. Prereq: graduate standing.

J 618. Strategic Communication Management. 4 Credits.
Elements of managing and leading organizations; examination of key issues faced by leaders. Topics include leadership theory, leading change, dealing with conflict, and performance and strategic management.

J 619. Teaching and the Professional Life. 4 Credits.
Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication.

J 621. Foundations of Strategic Communication. 4 Credits.
Reviews major theories, models, and practices in strategic communications. Theoretical topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

J 623. Creativity in Strategic Communication. 4 Credits.
Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns.

J 624. Strategic Communication: [Topic]. 2 Credits.
Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility. Repeatable with change in topic.

J 626. Strategic Marketing Communication. 4 Credits.
Examination, evaluation, and integration of advertising, public relations, sales promotion, direct marketing, social media, sponsorship and events, packaging, customer service, and personal selling.

J 627. Foundations of Multimedia Journalism. 4 Credits.
Serves as a foundation of theory and technique, with an introduction to storytelling forms, technical production skills, and the visual language. Students will learn how to use the tools of the trade so that they can communicate effectively with other multimedia journalists.

J 628. Multimedia Journalism Practices. 4 Credits.
Building on the J 627 course, students create a narrative video project that focuses on visual storytelling, character development, and present-tense storytelling.

J 638. Story and Commerce. 4 Credits.
Explores the changing face of narrative journalism as it investigates the new commercial opportunities for the professional journalist. Taught once or more per academic year.

J 641. Qualitative Research Methods. 4 Credits.
Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation.

J 642. Quantitative Research Methods. 4 Credits.
Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research.

J 643. Proseminar II. 5 Credits.
Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 612, J 613, J 614, J 641, and J 642. Prereq: J 612, J 613, J 614, J 641, J 642.

J 644. Philosophy of Communication. 4 Credits.
Explores the philosophical foundations of communication in the United States, including political philosophies that range from Milton to McLuhan.

J 646. Political Economy of Communication. 4 Credits.
Introduction to the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets.

J 648. Cultural Approaches to Communication. 4 Credits.
Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems.

J 649. International Communication. 4 Credits.
Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies.

J 654. Reporting within Communities. 4 Credits.
Students explore and practice emerging “community-first” concepts of journalism and reporting to identify the needs of the communities served, codesigning processes and solutions to keep them engaged.

J 656. Producing the Story. 4 Credits.
Students work collaboratively to create a compelling, ethical work of journalism with impact, applying all aspects of community engagement, reporting, storytelling, and production skills learned in previous terms.

J 660. Advanced Research Methods: [Topic]. 4 Credits.
Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, historical methods, legal methods, content analysis, and survey methods. Repeatable when topic changes. Prereq: J 641 or J 642, depending on topic.

Media Studies

• Master of Arts
• Master of Science
• Doctor of Philosophy

Graduate Studies

The master of arts (MA) and master of science (MS) programs at the University of Oregon School of Journalism and Communication seek
to expose students to a wide range of ideas concerning the structure, function, and role of the media in society.

The professional journalism master’s program offers a twelve- to fifteen-month program designed for those holding bachelor’s degrees but who have little or no academic or professional journalistic or media background. Graduate students in this program acquire professional skills.

The Portland-based multimedia journalism master’s program, offered evenings and weekends, is designed to prepare experienced journalists with the skills needed for multimedia storytelling and for the entrepreneurial imperatives of the contemporary media business environment.

The Portland-based strategic communication master’s program, offered evenings and weekends, provides advanced conceptual and tactical skills for working professionals in industries such as public relations, advertising, marketing communication, and corporate communication.

Information about and applications for graduate programs are available on the School of Journalism and Communication website.

Financial Assistance

The school provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from $500 to $15,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist faculty members with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by the deadlines stated under Admission Requirements. Applicants may apply for both a scholarship and a fellowship.

International Students

A firm mastery of English, including American mass-communication idiom, is necessary for success at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus before participating in the graduate program. Though these courses do not carry graduate credit, they qualify to meet students’ visa requirements. The best time to enroll in the institute’s courses is the summer session preceding the first term in the graduate program.

Admission Requirements

Admission to the graduate program is granted for fall term for media studies, multimedia journalism, and strategic communication; summer session for the Eugene-based professional master’s degree in journalism. Application materials are the same for the master’s and the doctoral programs. Applicants to the master’s programs must have received a BS or BA or equivalent prior to the first term of enrollment; applicants to the doctoral program must have received an MA or MS or equivalent. To be considered for admission, an applicant must submit the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate GPA for admission is 3.00. In exceptional cases, an applicant with a lower GPA may be admitted conditionally
2. Optional: Official Graduate Record Examination (GRE) scores no more than five years old
3. A 750- to 1,000-word essay describing the applicant’s academic and career goals
4. An up-to-date résumé or curriculum vitae
5. A portfolio, string book, clips, or other evidence of relevant professional work or evidence of scholarly writing and research. Doctoral applicants may include a copy of a master’s thesis
6. Three letters of recommendation—preferably two from academic sources
7. International students must also submit documentation for
   a. Either a Test of English as a Foreign Language (TOEFL) score of 100 or better or an International English Language Testing System (IELTS) score of 7 or better
   b. A score on the Test of Spoken English (TSE). A minimum score is not required for the TSE

Application deadlines

- Doctoral program: January 1
- Media studies master’s degree: February 1
- Journalism master’s degree: Application review begins February 1
- Strategic communication master’s degree (Portland): Application review begins February 1
- Multimedia journalism master’s degree (Portland): Application review begins March 1
- Admission to the graduate program is granted for fall term (summer session for professional master’s program students in the Eugene-based journalism only; designate summer session as the start date on your application for admission)
- Strategic communication, multimedia journalism, and journalism: Application review begins soon after the dates above until all available spots in the program are filled

Advising

An advisor is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with advisors. Graduate students should meet with their advisors at least once a term.

Requirements for Graduation

A graduate student in the School of Journalism and Communication cannot elect the pass/no pass (P/N) option for a graduate course offered by the school unless that course is offered P/N only.

Master’s Degree Program in Media Studies

This major emphasizes communication theory and research, possibly preparatory to work for a PhD degree. An undergraduate education in journalism and communication or professional experience is required for admission. Candidates for this MA or MS degree must earn at least 46 graduate credits with a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit do not count toward the 46-credit minimum and are not considered in determining the graduate GPA.

Please note: The requirements below are under revision. Please see the School of Journalism and Communication website for the current requirements.
Master of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 611</td>
<td>Mass Communication and Society</td>
<td>4</td>
</tr>
<tr>
<td>J 612</td>
<td>Media Theory I</td>
<td>5</td>
</tr>
<tr>
<td>J 613</td>
<td>Media Theory II</td>
<td>5</td>
</tr>
<tr>
<td>J 614</td>
<td>Media Theory III</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one of the following: 8
- Option 1
  - J 641 Qualitative Research Methods
  - or J 642 Quantitative Research Methods
  - Methodology course (inside or outside the School of Journalism and Communication)
- Option 2
  - J 641 Qualitative Research Methods
  - J 642 Quantitative Research Methods

Additional 600-level conceptual courses in the School of Journalism and Communication 2 4-12
Graduate courses outside the School of Journalism and Communication 3 8-16

J 503 Thesis 4 or J 609 Terminal Project 6-9

1. Taken in the first year of graduate study.
2. Subject to approval by the school’s graduate affairs committee.
3. The courses chosen must be part of a consistent, related, educationally enhancing plan that has been approved by the student’s advisor prior to enrollment.
4. Approved and supervised by a faculty committee. A written proposal, approved by the advisor and committee, is required before work is begun on either a thesis or project. A student should register for Thesis (J 503) or Terminal Project (J 609) during the terms in which the research and writing occurs.

Students typically take five or six terms to complete the program.

The curriculum in media studies is in the process of being revised. Check the journalism school website for the most current degree requirements.

Doctoral Degree Program

The PhD degree program in media studies trains candidates to do research on a broad array of interdisciplinary questions related to communication and society. The school features course work that explores the cultural, economic, and political aspects of communication and society. Three overlapping areas of faculty and program strength are media institutions; ethics, law, and policy; and international and multicultural communication. The program emphasizes an appreciation of quantitative and qualitative methodologies and offers faculty expertise in content analysis, survey methodology, historical and legal methods, discourse analysis, ethnography, and oral history. Faculty members in departments and schools outside the School of Journalism and Communication have complementary areas of conceptual and methodological expertise to assist in guiding doctoral research.

Doctor of Philosophy Degree

Candidates for the PhD degree in media studies typically take about 80 graduate-level credits of course work beyond the master’s degree; the exact number of credits depends on the student’s graduate-study experience. The program concludes with a dissertation. Specific requirements follow.

Please note: The requirements below are under revision. Please see the School of Journalism and Communication website for the current requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 612</td>
<td>Media Theory I</td>
<td>5</td>
</tr>
<tr>
<td>J 613</td>
<td>Media Theory II</td>
<td>5</td>
</tr>
<tr>
<td>J 614</td>
<td>Media Theory III</td>
<td>5</td>
</tr>
<tr>
<td>J 641</td>
<td>Qualitative Research Methods 1</td>
<td>4</td>
</tr>
<tr>
<td>J 642</td>
<td>Quantitative Research Methods 1</td>
<td>4</td>
</tr>
<tr>
<td>J 643</td>
<td>Proseminar II 1</td>
<td>5</td>
</tr>
<tr>
<td>J 619</td>
<td>Teaching and the Professional Life 5</td>
<td>4</td>
</tr>
<tr>
<td>J 603</td>
<td>Dissertation 6</td>
<td>18</td>
</tr>
</tbody>
</table>

Two additional methods courses 3 8
At least three 600-level courses (611 and above) within the School of Journalism and Communication 4 12

Total Credits 88
The curriculum in media studies is in the process of being revised. Check the journalism school website for the most current degree requirements.

### Additional Requirements

- **After course work is complete**, the student, the graduate studies director, and the student’s comprehensive examination committee schedule an examination that requires a synthesis of what the student has learned.
- **After passing the comprehensive examination**, the student writes a dissertation proposal. The proposal must be approved in writing at a meeting of the dissertation committee, usually within one term of the comprehensive exam. The committee must approve the proposal before the student may advance to candidacy and enroll in dissertation credits.

### Courses

- **J 100. Media Professions. 2 Credits.**
  Introduction to dynamic media and communication professions, opportunities, and issues, as well as to majors in journalism and communication.

- **J 101. Grammar for Communicators. 2 Credits.**
  Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to media style. Premajor status required.

- **J 196. Field Studies: [Topic]. 1-2 Credits.**
  Repeatable.

- **J 198. Colloquium: [Topic]. 1-2 Credits.**
  Repeatable.

- **J 199. Special Studies: [Topic]. 1-5 Credits.**
  Repeatable.

- **J 201. Media and Society. 4 Credits.**
  Introduction to the critical examination of the roles of media in society.

- **J 205. Gateway to Media I. 4 Credits.**
  Integrates critical thinking with professional media skills needed for nonfiction storytelling in a multimedia environment. Sequence with J 206 and J 207. Majors only.
  Coreq: J 206.

- **J 206. Gateway to Media II. 4 Credits.**
  Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Sequence with J 205 and J 207. Majors only.
  Coreq: J 205.

- **J 207. Gateway to Media III. 4 Credits.**
  Integrates critical thinking and intermediate nonfiction storytelling across media platforms. Sequence with J 205 and J 206. Majors only.
  Prereq: J 205, J 206.

- **J 209. Understanding Media. 4 Credits.**
  Enhances media literacy through examination of contemporary issues in media use and practice, the media as popular culture, and ways the media affect participation in public discourse. For nonmajors.

- **J 314. Introduction to Media Studies. 4 Credits.**
  Presents a historical overview of the study of media, with in-depth discussion of primary theoretical approaches and their application to the current media environment. Majors only.
  Prereq: J 201 with a grade of mid-C or better.

- **J 315H. Honors Media Theory and Research. 4 Credits.**
  Foundation course for honors program. Introduction to seminal theories in communication; overview of methodologies used in the study of theories. Acceptance into School of Journalism and Communication honors program required for enrollment.

- **J 320. Gender, Media, and Diversity. 4 Credits.**
  Critical study of the media with regard to gender, race, ethnicity, and other social divisions. Ramification and possible mechanisms of change.
  Prereq: J 201 with a grade of mid-C or better.

- **J 331. Digital Video Production. 4 Credits.**
  Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
  Prereq: J 207 with a grade of mid-C or better or J 208 with a grade of mid-C or better.

- **J 333. Writing for Multimedia. 4 Credits.**
  Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, web-based applications, and striking the balance between word and image.
  Journalism majors or multimedia minor standing only.
  Prereq: ARTD 250, 251, 252.

- **J 340. Principles of Advertising. 4 Credits.**
  Role of advertising in the distribution of goods and services; the advertising agency; the campaign; research and testing; the selection of media: print, electronic, outdoor advertising, direct mailing. Not for journalism: advertising majors.

- **J 342. The Creative Strategist. 4 Credits.**
  Creative approaches to ideation and strategic thinking for all advertising specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
  Prereq: J 205, 206.
J 350. Principles of Public Relations. 4 Credits.
Overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and legal and ethical concerns.

J 352. Strategic Writing and Media Relations. 4 Credits.
Writing-intensive lab; students produce strategic, theory-based content for multiple media platforms using various journalistic styles and storytelling skills and incorporating ethical media-relations practices. Prereq: J 205, 206, 207, 350 with a grade of mid-C or better.

J 361. Reporting I. 4 Credits.
News gathering and writing. Extensive writing in class and outside of class in a variety of forms: news, features, interviews, multimedia scripts. Journalism majors only. Prereq: J 205, 206 with a grade of mid-C or better.

J 365. Photojournalism. 4 Credits.
Visual reporting techniques, with emphasis on practice, law, and ethics of photojournalism and photographic communication. Laboratory and portfolio-intensive. Majors only. Prereq: J 205, J 206 with a grade of mid-C or better.

J 371. Feature Writing I. 4 Credits.
Introduction to feature writing for print and online media; marketing your ideas and stories. Journalism majors only. Prereq: J 361 with a grade of mid-C or better.

J 385. Communication Law. 4 Credits.
Legal aspects of the media: constitutional freedom of expression, news gathering, access to public records, libel, privacy, copyright, advertising, electronic media regulation, and antitrust. Prereq: J 201 with a grade of mid-C or better.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States. Prereq: J 201 with a grade of mid-C or better.

J 396. International Communication. 4 Credits.
National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prereq: J 201 with a grade of mid-C or better.

J 397. Media Ethics. 4 Credits.
Ethical problems in the media: privacy, violence, pornography, truth-telling, objectivity, media codes, public interest, media accountability. Prereq: J 201 with a grade of mid-C or better.

J 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

J 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

J 401. Research: [Topic]. 1-9 Credits.
Repeatable.

J 403. Thesis. 1-9 Credits.
Repeatable.

J 404. Internship: [Topic]. 1-9 Credits.
Repeatable for maximum of 9 credits.

J 405. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable.

J 406. Special Problems: [Topic]. 1-9 Credits.
Repeatable.

J 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

J 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 412. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only. Prereq: J 201 with a grade of mid-C or better.

J 413. Communication Studies Capstone. 4 Credits.
Draws on skills and knowledge learned in other communications studies and related courses to demonstrate competence in broad areas of research. Prereq: J 314 for 4 credits with grade of mid-C or better.

J 416. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only. Prereq: J 201 with grade of mid-C or better.

J 421. Documentary Production. 4 Credits.
Workshop in production, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only. Prereq: J 331 with a grade of mid-C or better.

J 424H. Honors Theory and Research: [Topic]. 4 Credits.
Uses a variety of theories and methods to closely examine and analyze contemporary problems and situations in media and communications. Acceptance into School of Journalism and Communication honors program required for enrollment. Repeatable once when topic changes for a maximum of 8 credits.

J 427M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.

J 428M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years. Prereq: J 427M.

J 432. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only. Prereq: J 331, J 361 with a grade of mid-C or better.

J 434. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only. Prereq: J 331, J 361, J 432 with a grade of mid-C or better.

J 436. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits. Prereq: J 361 with a grade of mid-C or better.
J 443. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Journalism: advertising majors only.
Prereq: J 207, 342 with a grade of mid-C or better.

J 444. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 448. Advertising Campaigns. 4 Credits.
Seniors produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only.
Prereq: three from J 443/543, 444/544, 457/557, 458/558, 459/559, 460/560 with a grade of mid-C or better.

J 449. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 452. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.
Prereq: J 352 with a grade of mid-C or better.

J 453. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.
Prereq: J 352 with a grade of mid-C or better.

J 454. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only.
Prereq: J 452, J 453; J 494 with a grade of mid-C or better.

J 457. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only.
Prereq: J 205, J 206, J 207, J 342 with a grade of mid-C or better.

J 458. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 459. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. For Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 460. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only.
Repeatable when topic changes.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 461. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only.
Prereq: J 361 or equivalent with a grade of mid-C or better.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 463. Specialized Reporting: [Topic]. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only. Repeatable.
Prereq: J 361 with a grade of mid-C or better.

J 466. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 365 with a grade of mid-C or better.

J 467. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors and minors only; cinema studies majors for approved topics. Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 201 with a grade of mid-C or better.

J 468. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only.
Prereq: J 461 with a grade of mid-C or better.

J 469. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.
Prereq: J 207, J 361 with a grade of mid-C or better.

J 472. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.

J 473. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.

J 474. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.
J 475. Flux Production. 1-5 Credits.
Repeatable. Planning and production of “Flux” magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits. Prereq: J 361 with a grade of mid-C or better.

J 480. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 483. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only. Prereq: J 361 with a grade of mid-C or better.

J 494. Strategic Communications Research. 4 Credits.
Introduction to how and why research is conducted and used by public relations and advertising professionals to formulate strategic campaigns and evaluate their effectiveness. Majors only. Prereq: J 342 or J 350.

J 495. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Majors and minors only. Repeatable when topic changes for a maximum of 12 credits. Prereq: J 201 with a grade of mid-C or better.

J 496. Communication Ethics and Law: [Topic]. 4 Credits.
Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors and minors only. Prereq: J 201 with a grade of mid-C or better.

J 503. Thesis. 1-9 Credits.
Repeatable.

J 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 512. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only.

J 516. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only.

J 521. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only.

J 527M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.

J 528M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years. Prereq: J 527M.

J 532. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only.

J 534. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only. Prereq: J 532 with a grade of mid-C or better.

J 536. Media Design: [Topic]. 4 Credits.
Focusses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.

J 543. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Journalism: advertising majors only.

J 544. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.

J 548. Advertising Campaigns. 4 Credits.
Graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only. Prereq: three from J 443/543, 444/544, 456/556, 457/557, 458/558, 459/559, 460/560.

J 549. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 552. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.

J 553. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.

J 554. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only. Prereq: J 552, J 553; one from J 594, J 595.
J 557. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only.

J 558. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only.

J 559. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. Journalism: advertising majors only.

J 560. Brand Development: [Topic]. 4 Credits.
Revolutionizing topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only. Repeatable when topic changes.
Prereq: J 556.

J 561. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only.

J 562. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.

J 563. Specialized Reporting. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only.

J 566. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 567. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors only. Repeatable twice for a maximum of 12 credits when topic changes.

J 568. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only.
Prereq: J 561 with a grade of mid-C or better.

J 569. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.

J 572. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 573. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 574. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only.

J 575. Flux Production. 1-5 Credits.
Repeatable. Planning and production of “Flux” magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits.

J 580. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 583. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.

J 584. Communication Ethics and Law: [Topic]. 4 Credits.
Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors only.

J 585. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Journalism majors only. Repeatable when topic changes for a maximum of 12 credits.

J 586. Communication Ethics and Law: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Journalism majors only. Repeatable when topic changes for a maximum of 12 credits.

J 595. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Journalism majors only. Repeatable when topic changes for a maximum of 12 credits.

J 596. Communication Ethics and Law: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Journalism majors only. Repeatable when topic changes for a maximum of 12 credits.

J 597. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.

J 598. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 601. Research: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 602. Supervised College Teaching. 1-5 Credits.
Repeatable for maximum of 5 credits.

J 603. Dissertation. 1-16 Credits.
Course may be repeated 25 times for credit after the initial instance.

J 604. Internship: [Topic]. 1-6 Credits.
Repeatable for maximum of 12 credits.

J 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

J 608. Workshop: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 609. Terminal Project. 1-6 Credits.
Repeatable for maximum of 6 credits.

J 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

J 611. Mass Communication and Society. 4 Credits.
Review of the literature of mass communication. Introduction to graduate study in journalism and communication.
J 612. Media Theory I. 5 Credits.
First in a three-part sequence introducing students to media theory, focusing on the social scientific tradition. Sequence with J 613, J 614.

J 613. Media Theory II. 5 Credits.
Second in a three-part sequence introducing students to media theory, focusing on critical approaches. Sequence with J 612, J 614. Prereq: J 612.

J 614. Media Theory III. 5 Credits.
Third in a three-part sequence introducing students to media theory, focusing on contemporary theoretical perspectives. Series with J 612, J 613. Prereq: J 613.

J 616. Introduction to Strategic Communication. 4 Credits.
Discussion of fundamental marketing concepts from the perspective of the manager. Analysis of complex marketing challenges in research, segmentation, targeting, pricing, distribution, and branding.

J 617. Strategic Communication Theory and Research: [Topic]. 4 Credits.
Theory, research, and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. Repeatable when topic changes for a maximum of 20 credits. Prereq: graduate standing.

J 618. Strategic Communication Management. 4 Credits.
Elements of managing and leading organizations; examination of key issues faced by leaders. Topics include leadership theory, leading change, dealing with conflict, and performance and strategic management.

J 619. Teaching and the Professional Life. 4 Credits.
Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication.

J 621. Foundations of Strategic Communication. 4 Credits.
Reviews major theories, models, and practices in strategic communications. Theoretical topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

J 623. Creativity in Strategic Communication. 4 Credits.
Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns.

J 624. Strategic Communication: [Topic]. 2 Credits.
Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility. Repeatable with change in topic.

J 626. Strategic Marketing Communication. 4 Credits.
Examination, evaluation, and integration of advertising, public relations, sales promotion, direct marketing, social media, sponsorship and events, packaging, customer service, and personal selling.

J 627. Foundations of Multimedia Journalism. 4 Credits.
Serves as a foundation of theory and technique, with an introduction to storytelling forms, technical production skills, and the visual language. Students will learn how to use the tools of the trade so that they can communicate effectively with other multimedia journalists.

J 628. Multimedia Journalism Practices. 4 Credits.
Building on the J 627 course, students create a narrative video project that focuses on visual storytelling, character development, and present-tense storytelling.

J 638. Story and Commerce. 4 Credits.
Explores the changing face of narrative journalism as it investigates the new commercial opportunities for the professional journalist. Taught once or more per academic year.

J 641. Qualitative Research Methods. 4 Credits.
Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation.

J 642. Quantitative Research Methods. 4 Credits.
Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research.

J 643. Proseminar II. 5 Credits.
Seminars participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 612, J 613, J 614, J 641, and J 642. Prereq: J 612, J 613, J 614, J 641, J 642.

J 644. Philosophy of Communication. 4 Credits.
Explores the philosophical foundations of communication in the United States, including political philosophies that range from Milton to McLuhan.

J 646. Political Economy of Communication. 4 Credits.
Introduction to the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets.

J 648. Cultural Approaches to Communication. 4 Credits.
Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems.

J 649. International Communication. 4 Credits.
Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies.

J 654. Reporting within Communities. 4 Credits.
Students explore and practice emerging "community-first" concepts of journalism and reporting to identify the needs of the communities served, codesigning processes and solutions to keep them engaged.

J 656. Producing the Story. 4 Credits.
Students work collaboratively to create a compelling, ethical work of journalism with impact. Students will work collaboratively to create a compelling, ethical work of journalism and reporting to identify the needs of the communities served, codesigning processes and solutions to keep them engaged.

J 660. Advanced Research Methods: [Topic]. 4 Credits.
Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, historical methods, legal methods, content analysis, and survey methods. Repeatable when topic changes. Prereq: J 641 or J 642, depending on topic.

Strategic Communication

The School of Journalism and Communication offers a graduate program in strategic communication based at the George S. Turnbull Portland Center. The program, offered evenings and weekends, provides advanced conceptual and tactical skills for working professionals in industries such as public relations, advertising, marketing communication, and corporate communication.

• Master of Arts
• Master of Science
Graduate Studies

The strategic communication master's degree program is designed for working professionals in the Portland area. Classes meet evenings and weekends at the George S. Turnbull Portland Center, 70 NW Couch St.—the White Stag Block in downtown Portland. Students can complete the 48-credit program in two academic years (six terms) by taking as many as 9 course credits for each of six terms, plus at least 6 credits for a final project-portfolio course. Students may also choose to complete the program on a part-time basis and extend the total time to degree.

International Students

A firm mastery of English, including American mass-communication idiom, is necessary for success at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus before participating in the graduate program. Though these courses do not carry graduate credit, they qualify to meet students' visa requirements. The best time to enroll in the institute’s courses is the summer session preceding the first term in the graduate program.

Admission Requirements

Admission to the graduate program is granted for fall term for media studies, multimedia journalism, and strategic communication; summer session for the Eugene-based professional master's degree in journalism. Application materials are the same for the master's and the doctoral programs. Applicants to the master’s programs must have received a BS or BA or equivalent prior to the first term of enrollment; applicants to the doctoral program must have received an MA or MS or equivalent. To be considered for admission, an applicant must submit the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate GPA for admission is 3.00. In exceptional cases, an applicant with a lower GPA may be admitted conditionally
2. Optional: Official Graduate Record Examination (GRE) scores no more than five years old
3. A 750- to 1,000-word essay describing the applicant's academic and career goals
4. An up-to-date résumé
5. A portfolio, string book, clips, tapes, or other evidence of relevant professional work or evidence of scholarly writing and research. Doctoral applicants may include a copy of a master's thesis
6. Three letters of recommendation—preferably from two academic sources
7. International students must also submit documentation for
   a. Either a Test of English as a Foreign Language (TOEFL) score of 100 or better or an International English Language Testing System (IELTS) score of 7 or better
   b. A score on the Test of Spoken English (TSE). A minimum score is not required for the TSE

Application deadlines

• Doctoral program: January 1
• Media studies master's degree: February 1
• Journalism master's degree: Application review begins February 1
• Strategic communication master’s degree (Portland): Application review begins February 1

Advising

An advisor is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with advisors. Graduate students should meet with their advisors at least once a term.

Requirements for Graduation

A graduate student in the School of Journalism and Communication cannot elect the pass/no pass (P/N) option for a graduate course offered by the school unless that course is offered P/N only.

Master's Degree Program

Strategic Communication Major

Successful applicants for this program typically have significant professional experience as well as strong academic credentials. Candidates for this MA or MS degree must earn at least 48 credits with a cumulative GPA of 3.00 or better. Courses that do not carry graduate credit do not count toward the graduate credit minimum and are not included in the GPA.

Master of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 621</td>
<td>Foundations of Strategic Communication</td>
<td>4</td>
</tr>
<tr>
<td>J 623</td>
<td>Creativity in Strategic Communication</td>
<td>4</td>
</tr>
<tr>
<td>J 624</td>
<td>Strategic Communication: [Topic] (Project Management and Planning)</td>
<td>2</td>
</tr>
<tr>
<td>J 616</td>
<td>Introduction to Strategic Communication Marketing</td>
<td>4</td>
</tr>
<tr>
<td>J 595</td>
<td>Research Methods: [Topic] (Strategic Communication)</td>
<td>4</td>
</tr>
<tr>
<td>J 609</td>
<td>Terminal Project</td>
<td>6</td>
</tr>
<tr>
<td>J 611</td>
<td>Mass Communication and Society</td>
<td>4</td>
</tr>
<tr>
<td>J 624</td>
<td>Strategic Communication: [Topic]</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 48


1 Topics vary by term. At least one workshop must be selected.

**Master of Science Degree Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 621</td>
<td>Foundations of Strategic Communication</td>
<td>4</td>
</tr>
<tr>
<td>J 623</td>
<td>Creativity in Strategic Communication</td>
<td>4</td>
</tr>
<tr>
<td>J 624</td>
<td>Strategic Communication: [Topic] (Project Management and Planning)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Course chosen in consultation with advisor</td>
<td>4</td>
</tr>
<tr>
<td>J 616</td>
<td>Introduction to Strategic Communication Marketing</td>
<td>4</td>
</tr>
<tr>
<td>J 618</td>
<td>Strategic Communication Management</td>
<td>4</td>
</tr>
<tr>
<td>J 626</td>
<td>Strategic Marketing Communication</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Course chosen in consultation with advisor</td>
<td>4</td>
</tr>
<tr>
<td>J 595</td>
<td>Research Methods: [Topic] (Strategic Communication)</td>
<td>4</td>
</tr>
<tr>
<td>J 609</td>
<td>Terminal Project</td>
<td>6</td>
</tr>
<tr>
<td>J 611</td>
<td>Mass Communication and Society</td>
<td>4</td>
</tr>
<tr>
<td>J 624</td>
<td>Strategic Communication: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective chosen in consultation with advisor</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

1 Topics vary by term. At least one workshop must be selected.

Students typically take six terms to complete the master's program.

See the School of Journalism and Communication website for more detailed and up-to-date information about application requirements, the curriculum, and final project options.

**Courses**

**J 100. Media Professions. 2 Credits.**
Introduction to dynamic media and communication professions, opportunities, and issues, as well as to majors in journalism and communication.

**J 101. Grammar for Communicators. 2 Credits.**
Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to media style. Premajor status required.

**J 196. Field Studies: [Topic]. 1-2 Credits.**
RePEATABLE.

**J 198. Colloquium: [Topic]. 1-2 Credits.**
RePEATABLE.

**J 199. Special Studies: [Topic]. 1-5 Credits.**
RePEATABLE.

**J 201. Media and Society. 4 Credits.**
Introduction to the critical examination of the roles of media in society.

**J 205. Gateway to Media I. 4 Credits.**
Integrates critical thinking with professional media skills needed for nonfiction storytelling in a multimedia environment. Sequence with J 206 and J 207. Majors only.
Coreq: J 206.

**J 206. Gateway to Media II. 4 Credits.**
Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Sequence with J 205 and J 207. Majors only.
Coreq: J 205.

**J 207. Gateway to Media III. 4 Credits.**
Integrates critical thinking and intermediate nonfiction storytelling across media platforms. Sequence with J 205 and J 206. Majors only.
Prereq: J 205, J 206.

**J 208. Introduction to Documentary Production. 4 Credits.**
Introduction to the theory and practice of documentary production. Focuses on aesthetics, technology, research, and writing fundamentals of documentary making, covering preproduction, production and postproduction. Cinema studies majors only.
Prereq: J 201, ENG 260; two from ENG 265, 266, 267.

**J 209. Understanding Media. 4 Credits.**
Enhances media literacy through examination of contemporary issues in media use and practice, the media as popular culture, and ways the media affect participation in public discourse. For nonmajors.

**J 314. Introduction to Media Studies. 4 Credits.**
Presents a historical overview of the study of media, with in-depth discussion of primary theoretical approaches and their application to the current media environment. Majors only.
Prereq: J 201 with a grade of mid-C or better.

**J 314H. Honors Media Theory and Research. 4 Credits.**
Foundation course for honors program. Introduction to seminal theories in communication; overview of methodologies used in the study of theories. Acceptance into School of Journalism and Communication honors program required for enrollment.

**J 320. Gender, Media, and Diversity. 4 Credits.**
Critical study of the media with regard to gender, race, ethnicity, and other social divisions. Ramification and possible mechanisms of change. Prereq: J 201 with a grade of mid-C or better.

**J 331. Digital Video Production. 4 Credits.**
Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
Prereq: J 207 with a grade of mid-C or better or J 208 with a grade of mid-C or better.

**J 333. Writing for Multimedia. 4 Credits.**
Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, web-based applications, and striking the balance between word and image. Journalism majors or multimedia minor standing only.
Prereq: ARTD 250, 251, 252.

**J 340. Principles of Advertising. 4 Credits.**
Role of advertising in the distribution of goods and services; the advertising agency; the campaign; research and testing; the selection of media: print, electronic, outdoor advertising, direct mailing. Not for journalism: advertising majors.

**J 342. The Creative Strategist. 4 Credits.**
Creative approaches to ideation and strategic thinking for all advertising specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
Prereq: J 205, 206.
J 350. Principles of Public Relations. 4 Credits.
Overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and legal and ethical concerns.

J 352. Strategic Writing and Media Relations. 4 Credits.
Writing-intensive lab; students produce strategic, theory-based content for multiple media platforms using various journalistic styles and storytelling skills and incorporating ethical media-relations practices. Prereq: J 205, 206, 207, 350 with a grade of mid-C or better.

J 361. Reporting I. 4 Credits.
News gathering and writing. Extensive writing in class and outside of class in a variety of forms: news, features, interviews, multimedia scripts. Journalism majors only. Prereq: J 205, 206 with a grade of mid-C or better.

J 365. Photojournalism. 4 Credits.
Visual reporting techniques, with emphasis on practice, law, and ethics of photojournalism and photographic communication. Laboratory and portfolio-intensive. Majors only. Prereq: J 205, J 206 with a grade of mid-C or better.

J 371. Feature Writing I. 4 Credits.
Introduction to feature writing for print and online media; marketing your ideas and stories. Journalism majors only. Prereq: J 361 with a grade of mid-C or better.

J 385. Communication Law. 4 Credits.
Legal aspects of the media: constitutional freedom of expression, news gathering, access to public records, libel, privacy, copyright, advertising, electronic media regulation, and antitrust. Prereq: J 201 with a grade of mid-C or better.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States. Prereq: J 201 with a grade of mid-C or better.

J 396. International Communication. 4 Credits.
National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prereq: J 201 with a grade of mid-C or better.

J 397. Media Ethics. 4 Credits.
Ethical problems in the media; privacy, violence, pornography, truth-telling, objectivity, media codes, public interest, media accountability. Prereq: J 201 with a grade of mid-C or better.

J 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

J 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

J 401. Research: [Topic]. 1-9 Credits.
Repeatable.

J 403. Thesis. 1-9 Credits.
Repeatable.

J 404. Internship: [Topic]. 1-9 Credits.
Repeatable for maximum of 9 credits.

J 405. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable.

J 406. Special Problems: [Topic]. 1-9 Credits.
Repeatable.

J 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

J 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 412. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only. Prereq: J 201 with a grade of mid-C or better.

J 413. Communication Studies Capstone. 4 Credits.
Draws on skills and knowledge learned in other communications studies and related courses to demonstrate competence in broad areas of research. Prereq: J 314 for 4 credits with grade of mid-C or better.

J 416. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only. Prereq: J 201 with grade of mid-C or better.

J 421. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only. Prereq: J 331 with a grade of mid-C or better.

J 424H. Honors Theory and Research: [Topic]. 4 Credits.
Uses a variety of theories and methods to closely examine and analyze contemporary problems and situations in media and communications. Acceptance into School of Journalism and Communication honors program required for enrollment. Repeatable once when topic changes for a maximum of 8 credits.

J 427M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.

J 428M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years. Prereq: J 427M.

J 432. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only. Prereq: J 331, J 361 with a grade of mid-C or better.

J 434. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only. Prereq: J 331, J 361, J 432 with a grade of mid-C or better.

J 436. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits. Prereq: J 361 with a mid-C or better.
J 443. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching
designated target audience. Use of media measurement tools.
Journalism: advertising majors only.
Prereq: J 207, 342 with a grade of mid-C or better.

J 444. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined
through case studies. Journalism: advertising majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 448. Advertising Campaigns. 4 Credits.
Seniors produce a comprehensive campaign involving every aspect of
advertising, ranging from market research through creative and media
strategy formulation to execution. Journalism: advertising majors only.
Prereq: three from J 443/543, 444/544, 457/557, 458/558, 459/559,
460/560 with a grade of mid-C or better.

J 449. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan.
Students participate in a national competition. Journalism: advertising
majors only.

J 452. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-
consumer strategies and techniques, and effective use of web-based
communication strategies. Journalism: public relations majors only.
Prereq: J 352 with a grade of mid-C or better.

J 453. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues
management, encompassing research, writing objectives and tactics,
evaluation methods, and constructing budgets and timelines. Journalism:
public relations majors only.
Prereq: J 352 with a grade of mid-C or better.

J 454. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to
researching, planning, presenting, and implementing a campaign for a
client. Professional portfolios presented and reviewed. Journalism: public
relations majors only.
Prereq: J 452, J 453; J 494 with a grade of mid-C or better.

J 457. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving
technique within the context of culture and media. Emphasis: critical
thinking, readings, projects, performance. Journalism: advertising majors
only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 458. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media.
Emphasis: conceptual development, advertising writing, design,
campaigns, presentation of developed work. Journalism: advertising
majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 459. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors,
and strategists. Emphasis: production, multiple-platform creative
development, industry-focused portfolios. For Journalism: advertising
majors only.
Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

J 460. Brand Development: [Topic]. 4 Credits.
Revolving topics on emerging issues in branding and advertising,
including strategies in digital and interactive brand solutions, media
decision-making, and sustainability. Journalism: advertising majors only.
Repeatable when topic changes.
Prereq: J 205, 206, 342 with a grade of mid-C or better.

J 461. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print
and online; emphasis on grammar and style. Journalism majors only.
Prereq: J 361 or equivalent with a grade of mid-C or better.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism
majors only.
Prereq: J 361 with a grade of mid-C or better.

J 463. Specialized Reporting: [Topic]. 1-4 Credits.
Reporting special topics, including the environment, business and
economics, politics, health and medicine, science, and the arts; and
digital and mult_platform journalism. Journalism majors only. Repeatable.
Prereq: J 361 with a grade of mid-C or better.

J 466. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production,
color, lighting, in-depth storytelling, documentary, and portfolio. Majors
only. Repeatable three times for a maximum of 16 credits when topic
changes.
Prereq: J 365 with a grade of mid-C or better.

J 467. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors and minors only; cinema
studies majors for approved topics. Repeatable twice for a maximum of
12 credits when topic changes.
Prereq: J 201 with a grade of mid-C or better.

J 468. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions.
Discussion of issues in editing, headline writing, and news judgment.
Includes work with web-based journalism. Focus on teamwork.
Journalism majors only.
Prereq: J 461 with a grade of mid-C or better.

J 469. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a
digital magazine for distribution via mobile devices. Repeatable once for a
maximum of 8 credits.
Prereq: J 207, J 361 with a grade of mid-C or better.

J 472. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online
markets. Individual conferences. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.

J 473. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online
markets. Individual conferences. Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.

J 474. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation,
graphics, production, and advertising. Trends, strategies, and ethics.
Journalism majors only.
Prereq: J 361, J 371 with a grade of mid-C or better.
J 475. Flux Production. 1-5 Credits.
Repeatable. Planning and production of “Flux” magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits.
Prereq: J 361 with a grade of mid-C or better.

J 480. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 483. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.
Prereq: J 361 with a grade of mid-C or better.

J 494. Strategic Communications Research. 4 Credits.
Introduction to how and why research is conducted and used by public relations and advertising professionals to formulate strategic campaigns and evaluate their effectiveness. Majors only.
Prereq: J 342 or J 350.

J 495. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Majors and minors only. Repeatable when topic changes for a maximum of 12 credits.
Prereq: J 201 with a grade of mid-C or better.

J 496. Communication Ethics and Law: [Topic]. 4 Credits.
Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors and minors only.
Prereq: J 201 with a grade of mid-C or better.

J 503. Thesis. 1-9 Credits.
Repeatable.

J 507. Seminar: [Topic]. 1-4 Credits.
Repeatable.

J 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

J 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

J 512. Issues in Communication Studies: [Topic]. 4 Credits.
Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Repeatable when topic changes. Majors only.

J 516. Survey of the Documentary. 4 Credits.
Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and communication studies minors only.

J 521. Documentary Production. 4 Credits.
Workshop in preparation, shooting, and postproduction of the short documentary. Journalism and cinema studies majors only.

J 527M. Latino Roots I. 4 Credits.
Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M. Sequence with J 428M/528M. Offered alternate years.

J 528M. Latino Roots II. 4 Credits.
Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M. Sequence with J 427M/527M. Offered alternate years.
Prereq: J 527M.

J 532. Reporting for Electronic Media. 4 Credits.
Training in gathering, production, and presentation of news for the electronic media. Journalism majors only.

J 534. Advanced Television News. 4 Credits.
News gathering and production for television. Students produce live programming for local cable systems. Journalism majors only.
Prereq: J 532 with a grade of mid-C or better.

J 536. Media Design: [Topic]. 4 Credits.
Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.

J 543. Advertising Media Planning. 4 Credits.
Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Journalism: advertising majors only.

J 544. Agency Account Management. 4 Credits.
The role of the account executive in the advertising agency examined through case studies. Journalism: advertising majors only.

J 548. Advertising Campaigns. 4 Credits.
Graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Journalism: advertising majors only.

J 549. Advanced Advertising Campaigns. 5 Credits.
Team experience of creating a professional-level advertising plan. Students participate in a national competition. Journalism: advertising majors only.

J 552. Strategic Public Relations Communication. 4 Credits.
Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only.

J 553. Strategic Planning and Cases. 4 Credits.
Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. Journalism: public relations majors only.

J 554. Public Relations Campaigns. 4 Credits.
Capstone course applying theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. Journalism: public relations majors only.
Prereq: J 552, J 553; one from J 594, J 595.
J 557. Curiosity for Strategists. 4 Credits.
Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only.

J 558. Writing Design Concepts. 4 Credits.
Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. Journalism: advertising majors only.

J 559. Branding and Content. 4 Credits.
Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. Journalism: advertising majors only.

J 560. Brand Development: [Topic]. 4 Credits.
Revolutionizing topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, and sustainability. Journalism: advertising majors only. Repeatable when topic changes. Prereq: J 556.

J 561. Newspaper Editing. 4 Credits.
Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only.

J 562. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.

J 563. Specialized Reporting. 1-4 Credits.
Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only.

J 566. Advanced Photojournalism: [Topic]. 4 Credits.
Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth story telling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 567. Issues in International Communication: [Topic]. 4 Credits.
Topics focus on global media issues. Majors only. Repeatable twice for a maximum of 12 credits when topic changes.

J 568. Advanced News Editing. 4 Credits.
Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Journalism majors only. Prereq: J 561 with a grade of mid-C or better.

J 569. OR Magazine. 4 Credits.
Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.

J 572. Feature Writing II. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 573. Feature Editing. 4 Credits.
In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only.

J 574. Magazine Industry and Strategies. 4 Credits.
How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. Journalism majors only.

J 575. Flux Production. 1-5 Credits.
Repeatable. Planning and production of "Flux" magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits.

J 580. Public Relations: [Topic]. 4 Credits.
Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. Repeatable thrice when topic changes for a maximum of 16 credits.

J 583. The Journalistic Interview. 4 Credits.
Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only.

J 585. Research Methods: [Topic]. 4 Credits.
Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, strategic communication, and communication studies. Journalism majors only. Repeatable when topic changes for a maximum of 12 credits.

J 586. Communication Ethics and Law: [Topic]. 4 Credits.
Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Repeatable when topic changes. Majors only.

J 601. Research: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 602. Supervised College Teaching. 1-5 Credits.
Repeatable for maximum of 5 credits.

J 603. Dissertation. 1-16 Credits.
Course may be repeated 25 times for credit after the initial instance.

J 604. Internship: [Topic]. 1-6 Credits.
Repeatable for maximum of 12 credits.

J 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 606. Special Problems: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

J 608. Workshop: [Topic]. 1-6 Credits.
Repeatable for maximum of 16 credits.

J 609. Terminal Project. 1-6 Credits.
Repeatable for maximum of 6 credits.

J 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

J 611. Mass Communication and Society. 4 Credits.
Review of the literature of mass communication. Introduction to graduate study in journalism and communication.
J 612. Media Theory I. 5 Credits.
First in a three-part sequence introducing students to media theory, focusing on the social scientific tradition. Sequence with J 613, J 614.

J 613. Media Theory II. 5 Credits.
Second in a three-part sequence introducing students to media theory, focusing on critical approaches. Sequence with J 612, J 614. Prereq: J 612.

J 614. Media Theory III. 5 Credits.
Third in a three-part sequence introducing students to media theory, focusing on contemporary theoretical perspectives. Series with J 612, J 613. Prereq: J 613.

J 616. Introduction to Strategic Communication Marketing. 4 Credits.
Discussion of fundamental marketing concepts from the perspective of the manager. Analysis of complex marketing challenges in research, segmentation, targeting, pricing, distribution, and branding.

J 617. Strategic Communication Theory and Research: [Topic]. 4 Credits.
Theory, research, and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. Repeatable when topic changes for a maximum of 20 credits. Prereq: graduate standing.

J 618. Strategic Communication Management. 4 Credits.
Elements of managing and leading organizations; examination of key issues faced by leaders. Topics include leadership theory, leading change, dealing with conflict, and performance and strategic management.

J 619. Teaching and the Professional Life. 4 Credits.
Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication.

J 621. Foundations of Strategic Communication. 4 Credits.
Reviews major theories, models, and practices in strategic communications. Theoretical topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

J 623. Creativity in Strategic Communication. 4 Credits.
Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns.

J 624. Strategic Communication: [Topic]. 2 Credits.
Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility. Repeatable with change in topic.

J 626. Strategic Marketing Communication. 4 Credits.
Examination, evaluation, and integration of advertising, public relations, sales promotion, direct marketing, social media, sponsorship and events, packaging, customer service, and personal selling.

J 627. Foundations of Multimedia Journalism. 4 Credits.
Serves as a foundation of theory and technique, with an introduction to storytelling forms, technical production skills, and the visual language. Students will learn how to use the tools of the trade so that they can communicate effectively with other multimedia journalists.

J 628. Multimedia Journalism Practices. 4 Credits.
Building on the J 627 course, students create a narrative video project that focuses on visual storytelling, character development, and present-tense storytelling.

J 638. Story and Commerce. 4 Credits.
Explores the changing face of narrative journalism as it investigates the new commercial opportunities for the professional journalist. Taught once or more per academic year.

J 641. Qualitative Research Methods. 4 Credits.
Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation.

J 642. Quantitative Research Methods. 4 Credits.
Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research.

J 643. Proseminar II. 5 Credits.
Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 612, J 613, J 614, J 641, and J 642. Prereq: J 612, J 613, J 614, J 641, J 642.

J 644. Philosophy of Communication. 4 Credits.
Explores the philosophical foundations of communication in the United States, including political philosophies that range from Milton to McLuhan.

J 646. Political Economy of Communication. 4 Credits.
Introduction to the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets.

J 648. Cultural Approaches to Communication. 4 Credits.
Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies.

J 654. Reporting within Communities. 4 Credits.
Students explore and practice emerging "community-first" concepts of journalism and reporting to identify the needs of the communities served, codesigning processes and solutions to keep them engaged.

J 656. Producing the Story. 4 Credits.
Students work collaboratively to create a compelling, ethical work of journalism with impact, applying all aspects of community engagement, reporting, storytelling, and production skills learned in previous terms.

J 660. Advanced Research Methods: [Topic]. 4 Credits.
Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, historical methods, legal methods, content analysis, and survey methods. Repeatable when topic changes. Prereq: J 641 or J 642, depending on topic.

Minor in Media Studies

The minor in media studies gives students an overview of the role of the media in society.

Students with a major in the School of Journalism and Communication cannot also earn a minor in media studies. (Students who declared the minor in communication studies before May 20, 2013, are exempt from this rule.)

Students who want to minor in media studies should declare the minor online, on the school’s website. Students may submit petitions to apply
other journalism courses to the minor. A minimum University of Oregon GPA of 2.00 is required to declare the minor.

J 201 Media and Society 4
J 314 Introduction to Media Studies 4
Select four of the following: 16
J 320 Gender, Media, and Diversity
J 340 Principles of Advertising
J 350 Principles of Public Relations
J 385 Communication Law
J 387 Media History
J 397 Media Ethics
J 412 Issues in Communication Studies: [Topic] 1
J 467 Issues in International Communication: [Topic] 1
J 495 Research Methods: [Topic] 1
J 496 Communication Ethics and Law: [Topic] 1
Total Credits 24

1 Repeatable three times when the topic changes.

All courses must be passed with a grade of mid-C or better.

School of Law

Marcilynn Burke, Dean
541-346-3852
541-346-3846 admissions office
541-346-1564 fax
105 Knight Law Center
1221 University of Oregon
Eugene, Oregon 97403-1221
admissions@law.uoregon.edu

The School of Law offers a three-year, full-time professional curriculum leading to the doctor of jurisprudence (JD) degree; a two-year, full-time program leading to an interdisciplinary master's degree (MA or MS) in conflict and dispute resolution; a one-year, full-time program leading to a master of laws (LLM) with concentrations in American law, business law, conflict and dispute resolution, and environmental and natural resources law; and an undergraduate minor in legal studies.

The law school’s broad-based curriculum and clinical programs prepare students for careers in almost every practice area and professional setting. Special centers and programs include appropriate dispute resolution; business law; criminal law; environmental and natural resources law; estate planning; family, child advocacy, and elder law; intellectual property; international law; legal research and writing; the Portland program; public law and policy; sports law; tax law; and the Wayne Morse Center for Law and Politics.

The Center for Career Planning and Professional Development offers counseling, seminars, mentoring programs, and connections to UO law graduates throughout the world.

The William W. Knight Law Center offers a spacious, welcoming environment for study and community activities and includes more than 1,500 fast-Ethernet jacks and wireless access throughout the building.

The John E. Jaqua Law Library is a light-filled space occupying three floors, designed to meet the research and study needs of law students.

It provides print, electronic, and video resources, and has full wireless access. Each floor of the law library contains a mix of books, tables, carrels, equipment, and study rooms. Law students can use our online catalog to order materials from the law library and from other libraries in Oregon and Washington. Attorney librarians teach students how to perform legal research in class and in the library.

UO law students run three journals and nearly 40 active student organizations, serve the public in numerous clinical programs, and organize the world’s oldest and largest public interest environmental law conference, attracting more than 3,000 participants each year. In addition, the School of Law offers a wide range of options to perform pro bono work in the local community, of which UO law students have a strong tradition.

Additional information and complete descriptions of courses offered appear on the school website.

Academic Calendar for Law Students

The School of Law JD and LLM programs operate on a semester calendar. On this schedule, registration for fall and spring semesters begins the third week of April, fall semester examinations are given before the winter vacation, and the spring semester ends in mid-May. More information about calendar dates is available online at registrar.uoregon.edu/calendars/academic.

January Term

The School of Law offers a collection of one-week intensive courses held the week before the start of the regular spring semester.

Summer Session

The School of Law offers a summer session that is open to law students who have completed at least one year of legal studies and who are in good standing at a law school accredited by the American Bar Association. Summer session is not open to beginning law students.

Clinics, Field Placements, and Practical Skills

The law school’s Clinics Program and Field Placement Program give students real-world experience with concepts learned in the classroom. The programs offer second- and third-year students access to practical work experiences that better prepare them for law practice, increasing their use to potential employers.

Students and employers alike recognize the value of clinical training during law school, and the demand for practice experience is high. Almost 85 percent of UO law students have participated in at least one clinical or field placement opportunity before they graduate.

Bankruptcy Field Placements

Students serve as judicial externs for the United States Bankruptcy Court for the District of Oregon and participate in all aspects of judicial decision-making, including researching and drafting bench memorandums and opinions, and observing oral arguments and chambers conferences. Students also have the opportunity to extern at the Office of the United States Trustee, the division of the US Department of Justice responsible for overseeing the administration of bankruptcy cases.

Business Law Clinic

Students represent small companies and entrepreneurs who need legal assistance in forming and operating their businesses. This includes a weekly seminar offering instruction in substantive law, ethical issues, and
practical lawyering, with an emphasis on the skills required in drafting documents, interviewing and counseling clients, and representing clients in organizational and contractual matters.

**Child Advocacy Field Placements**
Students in these field placements work during the summer for Oregon juvenile court judges and practitioners. Those who work with judges perform research, prepare for and observe all types of hearings in juvenile delinquency and dependency cases, and work on a major law reform project under the judge’s direction. Students placed with practitioners are involved in all areas of the attorneys’ practices.

**Civil Practice Clinic and Advanced Civil Practice Clinic**
Students represent low-income clients through Lane County Legal Aid. Cases may result in a court appearance or contested case hearing, often involving social security, welfare, food stamp, public housing, or unemployment benefits.

**Criminal Defense and Advanced Criminal Defense Clinic**
Students conduct client and witness interviews and investigations and help defend clients in a wide range of misdemeanor prosecutions in Oregon Circuit Court through Public Defender Services of Lane County.

**Criminal Justice Field Placements**
Students work for public defenders, US attorneys, states attorneys, and district attorneys doing a range of work. Court certified students are able to appear in court.

**Criminal Prosecution Clinic and Advanced Prosecution Clinic**
Students are assigned to one of several local prosecutors’ offices, where they prepare and try minor criminal cases under the supervision of an attorney. In the advanced clinic, students try jury trials, prepare felony trials, respond to and argue circuit court motions, and assist felony trial lawyers with circuit court cases.

**Domestic Violence Civil Clinic and Advanced Domestic Violence Civil Clinic**
Students work with attorneys to provide comprehensive civil legal services to victims of domestic violence, sexual assault, and stalking while learning the skills required for client representation in litigation-based practice.

**Domestic Violence Protective Order Clinic and Advanced Domestic Violence Protective Order Clinic**
Students work with attorneys to provide protective order legal services to victims of domestic violence, sexual assault, and stalking while learning the skills required for client representation in litigation-based practice.

**Domestic Violence Field Placements**
Students are placed at the Klamath Falls Legal Aid Services of Oregon office and handle a range of issues related to the representation of domestic violence victims. Students often have the opportunity to appear in court. The field placement exposes students to the challenges faced by low-income, rural victims of violence.

**Environmental Law Clinic and Advanced Environmental Law Clinic**
Working with the Western Environmental Law Center, students assist in primarily federal court litigation representing nonprofits in enforcing federal environmental law.

**Environmental Law Field Placements**
Students are placed with governmental and nonprofit agencies from Oregon to Washington, DC, working on a variety of issues related to environmental regulations and compliance, energy policy, land use, and climate change.

**General Field Placements**
Students are placed with nonprofit organizations and governmental agencies in a variety of settings to gain practical experience in different readings of the law. Recent field placements have seen students working in civil justice, NCAA sports compliance, the Library of Congress, Oregon wineries, and political offices.

**In-House Counsel Field Placements**
Students are placed in corporate counsel offices to give them a window into the world of major Oregon businesses and the operations of corporate legal counsel. Students participating in the program are exposed to the roles of in-house counsel, the relationship between in-house and outside counsel, and the workings of business operations. The substantial classroom component for both full- and part-time externs explores ethical issues faced by corporate counsel.

**Judicial Field Placements**
Students work for district and appellate federal courts, federal immigration court, state trial and appellate courts, and the U.S. bankruptcy courts. The judges include students in all aspects of their work, including settlement meetings, trials, and discussions in chambers.

**Legislative Issues Workshop**
Students are involved in research, bill tracking, report writing, committee presentation, and other tasks during the biennial sessions of the Oregon Legislative Assembly.

**Local Government Field Placements**
Students work in city government offices and with law firms representing cities and counties on a wide range of legal issues.

**Nonprofit Clinic**
The nonprofit clinic is a joint venture with the UO’s School of Planning, Public Policy and Management and the Master’s Degree in Conflict and Dispute Resolution Program. Students learn about assessment of nonprofit organizations with assistance from experienced practitioners in the field and through practical experience working with nonprofit clients.

**Tax Field Placements**
Students work full- or part-time with the Office of Chief Counsel for the Internal Revenue Service in Portland. The counsel’s office represents the IRS in litigation in the US Tax Court. Students research and write on tax issues involving small businesses and individuals.

**Trial Practice**
Students examine and develop courtroom skills in civil and criminal cases. Primary emphases are on the opening statement, direct
examination, cross-examination, objections, closing argument, and voir dire of juries. Each student participates in weekly classroom exercises and in a full mock trial at the end of the semester.

Centers and Programs

Appropriate Dispute Resolution Center
Many lawyers today are more likely to participate in a settlement conference, mandatory arbitration, or mediation session than they are to argue a case in the courtroom. The law school’s appropriate dispute resolution courses, trainings, and programs help students understand a wide range of dispute resolution methods so that as lawyers they may advise their clients wisely. adr.uoregon.edu

Business Law
Comprehensive business law courses contribute to the core of the law school curriculum. Practical experience is gained in classroom studies and in real-world opportunities, teaching students the relationship between law and entrepreneurship and providing students the necessary deal-making skills to become transactional lawyers. bizlaw.uoregon.edu

Criminal Practice Program
The University of Oregon Criminal Justice Program prepares future lawyers with the knowledge and practical skills necessary to practice in the criminal justice system as prosecutors and attorneys for criminal defendants and parents and children in the juvenile justice and child-welfare systems. https://law.uoregon.edu/explore/criminal-justice

Environmental and Natural Resources Law
For more than forty years, this program’s focus on public interest environmental law and its commitment to innovations in environmental legal education have made it one of the nation’s oldest and most respected programs. Its faculty is involved in innovative legal scholarship that makes a global impact on environmental law. enr.uoregon.edu

Family Law, Child Advocacy Law, and Elder Law
The increasingly complex nature of family relationships requires lawyers to possess an in-depth understanding of the law that structures them. Future legal practitioners gain the knowledge and practical skills necessary to advocate for children, families, and the elderly, and also may pursue opportunities and hone their skills with the law school’s Child Advocacy Project or the Domestic Violence Clinic. familylaw.uoregon.edu

International Law
Globalization, extensive migration, and shifting demographics make international law a crucial component of legal education, creating an imperative to educate students prepared to practice at home and abroad. https://law.uoregon.edu/explore/international-law

Legal Research and Writing
This rigorous program thoroughly prepares law students for the exacting style of writing expected of individuals in a clerkship or legal practice. https://law.uoregon.edu/explore/LRW

Portland Program
The program creates opportunities for students to build ties with the legal and business community in Portland, Oregon. As the state’s largest city, Portland is home to more than 3,000 UO School of Law alumni. The Portland Program offers field placements, courses, symposiums, and a summer session. https://law.uoregon.edu/explore/portland-program

Public Law and Policy Program
Building on a foundation of course offerings, career planning support, and service opportunities, UO students prepare for careers in the public sector. UO law graduates accept public service positions at rates far exceeding the national average. https://law.uoregon.edu/explore/public-law

Sports Law
The Sports Law Program prepares students to enter a rapidly growing and evolving field. Through traditional course work and experiences outside of the classroom, students learn about legal areas surrounding the sports industry and gain practical skills in contract negotiation, legal drafting, sponsorships, business development, labor law, and intellectual property and licensing. https://law.uoregon.edu/explore/sports-law

Wayne Morse Center for Law and Politics
An independent center within the law school, the Wayne Morse Center for Law and Politics organizes dynamic programs in the spirit and tradition of former U.S. senator and law school dean Wayne Morse. Senator Morse was best known for his stance against the Vietnam War and as an advocate for civil rights, labor rights, and the rule of law. waynemorsecenter.uoregon.edu

Admission Procedures

Prelaw Preparation
The School of Law does not prescribe a prelaw curriculum. Intellectual maturity and breadth of educational background are considered more important than specific subject matter.

Details about prelaw study and law school admission criteria appear under Law, Preparatory, in the Academic Resources section of this catalog.

Information about the School of Law and its programs is available on its website (https://law.uoregon.edu). Additional information may be requested through the website or by contacting the Office of Admissions. Admissions staff members are happy to respond to inquiries regarding the admission process as well as to make arrangements for visits to the School of Law.

Requirements through the Law School Admission Council
The University of Oregon School of Law is a member of the Law School Admission Council (LSAC). To complete the application process, an applicant must register with LSAC to take the Law School Admission Test (LSAT) and participate in the Credential Assembly Service (CAS); register at www.lsac.org (http://www.lsac.org) or call 215-968-1001. An applicant should take the LSAT no later than February of the year in which they wish to enroll. A score from the June 2013 test administration is the oldest acceptable score for fall 2018. An applicant must submit official academic transcripts of all college-level work and postgraduate work and letters of recommendation to the LSAC. All required fees must be paid and all required documents received before the admissions committee will review an application. Applicants receive an admission decision from the Office of Admissions in a letter sent through email or the United States Postal Service between December and May.

Basic Admission Requirements
An applicant must have a bachelor’s degree from an accredited college or university prior to enrolling in the School of Law. Enrollment restrictions and the large volume of applications for admission to the law school
make it necessary to admit applicants who, in terms of their overall records, are the most qualified for legal studies.

In evaluating the strength of the overall record, the admissions committee considers the undergraduate grade point average (GPA), the results of the Law School Admission Test (LSAT), the personal statement, and letters of recommendation. The applicant should also submit a résumé that highlights educational background, employment, global and multicultural experience, and extracurricular activities. International applicants are required to submit results of the Test of English as a Foreign Language (TOEFL).

The admissions committee strives to annually enroll a class that is academically distinguished and reflects a rich blend of educational, economic, cultural, and professional backgrounds.

Class Profile for the Class of 2019
Fall 2016 Class Statistics

<table>
<thead>
<tr>
<th>Percentile</th>
<th>GPA</th>
<th>LSAT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>75th</td>
<td>3.64</td>
<td>159</td>
</tr>
<tr>
<td>50th</td>
<td>3.40</td>
<td>157</td>
</tr>
<tr>
<td>25th</td>
<td>3.20</td>
<td>154</td>
</tr>
</tbody>
</table>

Costs and Financial Aid

Law students are classified as graduate students. Tuition and fees are payable in full as prescribed by the Office of Business Affairs. Payment of the stipulated fees entitles students enrolled for academic credit to all services maintained by the university for the benefit of students.

Tuition and Fees for JD Program

For the 2017–18 academic year, tuition and fees are $33,922 for resident students and $42,166 for nonresidents. See the law school website for more information. Tuition and fee schedules are subject to revision by the State Board of Higher Education.

Residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules, which are quoted in the Admissions section of this catalog. Details governing administration of nonresident and resident policies are complex. For answers to individual questions, students are advised to consult a staff member in the university’s Office of Admissions.

Total Costs

Because student living arrangements and personal spending habits vary widely, no single figure represents the cost of attending the university. Information on total 2016–17 costs for a resident student at the School of Law is available to view on the Office of Student Financial Aid and Scholarships website (http://financialaid.uoregon.edu/cost_of_attendance_law). The child-care allowance varies according to circumstance and is based on documentable costs for the period of time the student is enrolled. Transportation costs also vary.

Health insurance is optional. Costs for semester or for full twelve-month coverage are available in the office of the Associated Students of the University of Oregon.

Financial Assistance

See the Student Financial Aid and Scholarships section of this catalog for complete information about financial aid including loans.

Scholarships and Fellowships

Information about scholarships and financial aid is available on the school’s website (https://law.uoregon.edu/explore/JD-faq) and at https://law.uoregon.edu/explore/1L-fellowships or by telephone, 541-346-3846.

The law school has a Loan Repayment Assistance Program (LRAP) to help students with large law school loans to more easily enter public service. Learn more by visiting the website (https://law.uoregon.edu/explore/LRAP).

Faculty

Adell L. Amos, Clayton R. Hess Professor of Law (environmental and natural resources law); associate dean, academic affairs. BA, 1995, Drury; JD, 1998, Oregon (Coif); Missouri bar, 1999. (2005)


Marcilynn Burke, Dave Frohnmayer Chair in Leadership and Law; dean. (2017)


Leslie J. Harris, Dorothy Kliks Fones Professor of Law (criminal law, family law, children and the law); faculty director, Oregon Child Advocacy Project. BA, 1973, New Mexico State; JD, 1976, New Mexico (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)


Mohsen Manesh, associate professor (advanced business law, business associations, contracts); faculty director, portland program. BS, 2003, Arkansas; JD, 2006, Georgetown. (2011)


Michael Musheno, professor (law and society, public policy, conflict management); faculty director, legal studies. BA, 1969, Lycoming College; MA, 1971, PhD, 1974, American.


Ofer Raban, associate professor; Elmer Sahlstrom Senior Faculty Fellow (constitutional law, criminal investigation, legal interpretation). BA, 1994, City University of New York, City College; DPhil, 1994, Oxford; JD, 1999, Harvard. (2008)

Jennifer Reynolds, associate professor (dispute resolution); faculty director, Appropriate Dispute Resolution Center. AB, 1992, Chicago; MA, 1996, Texas; Austin; JD, 2008, Harvard. (2009)


David Schuman, professor of practice. BA, Stanford; MA, San Francisco State; JD, 1984, Oregon.


Mary C. Wood, Philip H. Knight Professor (Indian law, public lands, property); faculty director, Environmental and Natural Resources Law Program. BA, 1984, Washington (Seattle); JD, 1987, Stanford; Washington bar, 1989; Oregon bar, 1990. (1992)

Emeriti

Barbara Bader Aldave, professor emerita. BS, 1960, Stanford; JD, 1966, California, Berkeley (Coif); Oregon bar, 1966; Texas bar, 1982. (2000)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.
Minor in Legal Studies

The legal studies minor examines how law shapes and is shaped by society. It combines the analytical tools associated with legal scholarship with elements of a liberal arts education to investigate the power of the law and its potential to create social change.

Requirements for the Minor

Core Courses (choose two from the following list): 8
- CRES 101 Introduction to Conflict Resolution
- LAW 101 Introduction to American Law
- LAW 102 Introduction to Criminal Law
- LAW 202 Introduction to Public International Law

Law elective courses 8

Elective courses in other fields 8

Total Credits 24

Courses must be passed with grades of C– or better, with at least 12 credits earned in upper-division courses at the 300 or 400 levels. Courses taken by the student toward the minor may also count, as appropriate, to fulfill requirements for other degree programs. The legal studies minor does not count toward any other degree offered by the School of Law (JD, LLM, CRES master's).

Law Elective Courses (8 credits)

Organized into two fields of interest: law in American society and law in global society. Students are encouraged but not required to take one course in each of the two fields of interest.

Law in American Society

- LAW 101 Introduction to American Law 4
- LAW 102 Introduction to Criminal Law 4
- LAW 103 Introduction to Criminal Investigation 4
- LAW 104 Introduction to Business Law 4
- LAW 201 Introduction to Environmental Law and Policy 4
- LAW 203 Controversies in Constitutional Law 4
- LAW 301 Youth and Social Change 4
- LAW 304 American Law and Families 4
- CRES 415 Conflict and Gender 4
- CRES 445 Conflicts of Incarceration 4

Law in Global Society

- CRES 101 Introduction to Conflict Resolution 4
- LAW 202 Introduction to Public International Law 4
- LAW 204 Immigration and Citizenship 4
- LAW 415 Human Rights, Law, and Culture 4
- CRES 420 Restorative Justice 4
- CRES 435 Israel and Palestine 4
- CRES 440 Dialogue Across Differences 2

Elective Courses in Other Fields (8 credits)

Education Studies

- EDST 111 Educational Issues and Problems 4
- EDST 220 Beginning Applications in Educational Technology 4
- EDST 225 School and Representation in Film 4

Ethnic Studies

- ES 101 Introduction to Ethnic Studies 4
- ES 352 Social Equity and Criminal Justice 4
- ES 399 Special Studies: [Topic] (Race, Ethics, and Justice) 1-5
- ES 450 Race and Incarceration 4
- ES 452 Race and Ethnicity and the Law: [Topic] 4

Family and Human Services

- FHS 482 Prevention of Youth Violence 4

International Studies

- INTL 360 International Cooperation and Conflict 4
- INTL 370 International Human Rights 4
- INTL 431 Cross-Cultural Communication 4

Journalism and Communication

- J 385 Communication Law 4

Philosophy

- PHIL 102 Ethics 4
- PHIL 307 Social and Political Philosophy 4
- PHIL 308 Social and Political Philosophy 4
- PHIL 344 Introduction to Philosophy of Law 4

Political Science

- PS 368 Gender in the Law 4
- PS 375 Race, Politics, and the Law 4
- PS 410 Experimental Course: [Topic] (Immigration Policy and Law) 1-4
- PS 466 Civil Rights in Post-Warren Era 4
- PS 484 United States Supreme Court 4

Psychology

- PSY 420 Psychology and Law 4

Sociology

- SOC 207 Social Inequality 4
- SOC 345 Race and Ethnicity 4
- SOC 380 Introduction: Deviance, Control, and Crime 4
- SOC 484 Issues in Deviance, Control, and Crime: [Topic] 4

Students may petition the School of Law’s legal studies faculty director for approval of another outside course related to legal studies.

- Doctor of Jurisprudence
- Master of Laws
- Master of Arts in Conflict and Dispute Resolution (p. 800)
- Master of Science in Conflict and Dispute Resolution

Degree Programs

The curriculum presents fundamental subjects of law during the first year, and the first-year program is prescribed. These required courses are designed to provide a solid foundation in legal theory, practical writing and research skills, and a theoretical and practical knowledge of the law.

All but two second- and third-year courses are elective.

Doctor of Jurisprudence

First-Year Required Courses
During the second or third year of law school, each student must complete at least six credits of experiential learning to qualify for graduation. Experiential learning credits may be earned in a clinic, field placement, or a simulation course.

**Concentrations**

Second- and third-year students may develop a specialty in business law, child advocacy law, criminal practice, dispute resolution, environmental and natural resources law, estate planning, family law, green business law, intellectual property law, international law, law and entrepreneurship, law and public policy, ocean and coastal law, public interest law, or tax law. A student who satisfactorily completes one of these programs earns a concentration.

**Academic Support**

The Academic Choice for Excellence Program, a voluntary program open to first-year law students, is particularly beneficial for nontraditional law students and those who are the first in their family to attend college or have been away from school for several years. The program includes academic tutoring designed to bolster the principles that underlie first-year course work, to develop research and writing skills, and to clarify the law school examination process.

**Master of Laws**

The School of Law offers a degree program leading to a master of laws with concentrations in American law, business law, conflict and dispute resolution, or environmental and natural resources law. Applicants must have a JD from an accredited US law school or a law degree (e.g., LLB or bachelor of laws) from a non-U.S. program of legal education.

This program is intended to prepare a select group of postgraduate students for careers in teaching, governmental or international positions, and legal careers in private or public service.

Students who have been admitted to the School of Law master of laws (LLM) program, who have satisfactorily completed at least 24 semester credits, and who have otherwise satisfied the LLM program requirements, are granted the LLM degree provided that they

- have been full-time law students for at least two semesters
- earn a 2.00 cumulative law school grade point average
- fulfill other requirements as may be imposed

The School of Law reserves the right to modify its curriculum and graduation requirements at any time.

Students in the School of Law may accrue up to 5 of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon. These courses must be relevant to their program of legal studies and approved in advance by the assistant dean for student affairs.

**Additional Requirements**

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 JD degree. At least 55 semester hours must be completed at the University of Oregon School of Law.

During the second or third year of law school, each student must complete a writing requirement designed to improve legal writing skills and the ability to analyze legal problems. The requirement is met by an intensive writing experience involving thorough research, substantial writing and editing, and interaction with a faculty member in developing and editing a research paper or legal documents.

During the second or third year of law school, each student must also complete at least six credits of experiential learning to qualify for graduation. Experiential learning credits may be earned in a clinic, field placement, or a simulation course.

**Concentrations**

Second- and third-year students may develop a specialty in business law, child advocacy law, criminal practice, dispute resolution, environmental and natural resources law, estate planning, family law, green business law, intellectual property law, international law, law and entrepreneurship, law and public policy, ocean and coastal law, public interest law, or tax law. A student who satisfactorily completes one of these programs earns a concentration.

**Academic Support**

The Academic Choice for Excellence Program, a voluntary program open to first-year law students, is particularly beneficial for nontraditional law students and those who are the first in their family to attend college or have been away from school for several years. The program includes academic tutoring designed to bolster the principles that underlie first-year course work, to develop research and writing skills, and to clarify the law school examination process.

**Master of Laws**

The School of Law offers a degree program leading to a master of laws with concentrations in American law, business law, conflict and dispute resolution, or environmental and natural resources law. Applicants must have a JD from an accredited US law school or a law degree (e.g., LLB or bachelor of laws) from a non-U.S. program of legal education.

This program is intended to prepare a select group of postgraduate students for careers in teaching, governmental or international positions, and legal careers in private or public service.

Students who have been admitted to the School of Law master of laws (LLM) program, who have satisfactorily completed at least 24 semester credits, and who have otherwise satisfied the LLM program requirements, are granted the LLM degree provided that they

- have been full-time law students for at least two semesters
- earn a 2.00 cumulative law school grade point average
- fulfill other requirements as may be imposed

The School of Law reserves the right to modify its curriculum and graduation requirements at any time.

For the 2017–18 academic year, tuition and fees for both resident and nonresident students are $41,644.

**Master of Laws Requirements (American Law Concentration)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 780</td>
<td>2</td>
</tr>
<tr>
<td>LAW 781</td>
<td>2</td>
</tr>
<tr>
<td>Core courses</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

1 Only for students without a doctor of jurisprudence (JD) degree.
Master of Laws Requirements (Business Law Concentration)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 780</td>
<td>LLM Seminar: Writing</td>
<td>2</td>
</tr>
<tr>
<td>LAW 781</td>
<td>LLM Seminar: In Practice</td>
<td>2</td>
</tr>
<tr>
<td>Core courses (JD degree holders)</td>
<td>12-15</td>
<td></td>
</tr>
<tr>
<td>Core courses (non-JD degree holders)</td>
<td>21-23</td>
<td></td>
</tr>
<tr>
<td>Elective courses in business law (JD degree holders)</td>
<td>5-8</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 24

Master of Laws Requirements (Conflict and Dispute Resolution Concentration)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 780</td>
<td>LLM Seminar: Writing</td>
<td>2</td>
</tr>
<tr>
<td>LAW 781</td>
<td>LLM Seminar: In Practice</td>
<td>2</td>
</tr>
<tr>
<td>Core courses (JD degree holders)</td>
<td>11-12</td>
<td></td>
</tr>
<tr>
<td>Core courses (non-JD degree holders)</td>
<td>14-16</td>
<td></td>
</tr>
<tr>
<td>Elective courses in conflict and dispute resolution (JD degree holders)</td>
<td>8-10</td>
<td></td>
</tr>
<tr>
<td>Elective courses in conflict and dispute resolution (non-JD degree holders)</td>
<td>4-6</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 24

Master of Laws Requirements (Environmental and Natural Resources Law Concentration)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 780</td>
<td>LLM Seminar: Writing</td>
<td>2</td>
</tr>
<tr>
<td>LAW 781</td>
<td>LLM Seminar: In Practice</td>
<td>2</td>
</tr>
<tr>
<td>Core courses (JD degree holders)</td>
<td>11-15</td>
<td></td>
</tr>
<tr>
<td>Core courses (non-JD degree holders)</td>
<td>12-17</td>
<td></td>
</tr>
<tr>
<td>Elective courses in environmental and natural resources law (JD degree holders)</td>
<td>5-10</td>
<td></td>
</tr>
<tr>
<td>Elective courses in environmental and natural resources law (non-JD degree holders)</td>
<td>3-8</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 24

Additional Requirements

- Students who hold a law degree from a non-U.S. institution of higher education are required to take a 2-credit introductory course in American law and a 2-credit course in advanced persuasive legal writing as part of their degree requirements. Depending on a student’s course selection and course availability, a student who is required to take these two courses may take more than 24 credits.
- LLM Seminar: Writing (LAW 780) and LLM Seminar: In Practice (LAW 781) are required for all students, providing education on topics of current concern. The students also work to improve their skills in making presentations, drafting articles, legal research, drafting transaction documents, and working collaboratively.
- Master of laws students must complete a written comprehensive paper or project in connection with one of the required concentration-specific courses or as a concentration-focused, independent-study legal research and writing course under the supervision of a faculty advisor.

Full information may be found on the program website (https://law.uoregon.edu/programs/LLM).

Master’s Degree in Conflict and Dispute Resolution

The graduate program in conflict and dispute resolution, housed in the School of Law, offers an interdisciplinary, two-year master’s degree (MA or MS) granted by the Graduate School. It is an interdisciplinary program structured to prepare a new generation of practitioners and educators to rethink traditional approaches to conflict. The program blends practice and theory inside the classroom with core and elective requirements and outside the classroom with 320 required internship hours, including the opportunity to participate in the nonprofit clinic. The program operates on the quarter calendar, available online (http://registrar.uoregon.edu/calendars/academic).

Students are admitted to the program once a year, beginning in late August (summer session). Applicants do not need to apply to the JD program, nor are they required to have a specific educational background to be eligible. Applicants are required to apply online (https://gradweb.uoregon.edu) through the Graduate School system, GradWeb.

For 2017–18, first-year tuition and fees (which includes a short summer session) is $25,566 for residents and $33,676 for nonresidents. The total cost of attendance (including estimates for housing, books, personal expenses, and transportation) and information about scholarships can be found online (https://law.uoregon.edu/explore/GRES-tuition-and-financial-aid).

Master of Arts in Conflict and Dispute Resolution

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Internship (320 hours)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Thesis, terminal project, or course concentration</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 70

Master of Science in Conflict and Dispute Resolution

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Elective courses</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Internship (320 hours)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Thesis, terminal project, or course concentration</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 70

The graduate program in conflict and dispute resolution offers a specialization in regional and international conflict, which provides a foundation of knowledge and skills for work in developing countries (or countries rebuilding after a conflict) in the field of international development, aid, relief work, conflict management, and community-building.

Additional Requirements

In addition, the master of arts degree requires that graduates meet the Graduate School language requirement defined at gradschool.uoregon.edu/policies-procedures/masters.

First-year students take all the core courses together as a cohort. In their second year of study, degree candidates focus on individualized learning,
Electives may be selected from courses offered across campus by various departments and programs, including the Lundquist College of Business; international studies; planning, public policy and management; philosophy; political science; psychology; sociology; and others. The conflict and dispute resolution master's program offers its own elective courses that attract students from across the campus. Subjects include Israel-Palestine; environmental conflict resolution; managing conflicts in organizations; restorative justice; family mediation; and conflict and gender.

The internship is a key element of the educational program, providing practical experience in an area that has relevance to the student's educational and career goals. The internship requirement is adjustable to allow students to complete their credits over one or more terms, with one or more organizations, and the opportunities can range from local to international locales.

The thesis, terminal project, or course concentration component (the final project for the degree requirement) is sufficiently flexible in format and content to allow students to choose among a theory-based academic paper that studies an aspect of the field, a practical applied project, or a set of courses selected to build specific expertise in subject matter that will advance the student's ability to extend or apply conflict resolution theory or practice. The terminal project and the course concentration also include summary reports. Students who choose the course concentration option will be required to take one additional credit to support the integration of their educational and career objectives. Successful completion of the final project requires an oral defense before the student's final project committee.

Concurrent degree programs with the Conflict and Dispute Resolution Program are available for environmental studies, international studies, the JD program, business administration, multimedia journalism, community and regional planning, nonprofit management, public administration, and various PhD Programs. Other concurrent degree opportunities are considered on a case-by-case basis. Students are also eligible to pursue a variety of graduate certificates; for more information, visit the website (http://gradschool.uoregon.edu/academic-programs/#GraduateCertificatePrograms).

Full information can be found on the program website, conflict.uoregon.edu, or by contacting cres@uoregon.edu or 541-346-1604.

**Concurrent Degree Programs**

**JD/MA or JD/MS in Conflict and Dispute Resolution**

The School of Law offers a concurrent degree program leading to a doctor of jurisprudence and a master of arts or master of science degree in conflict and dispute resolution. Students receive two degrees in four years rather than in the standard five, deepening their understanding of negotiation, dispute resolution, and alternative methods of settlement. Applicants must apply to and be accepted by both programs.

**JD/MA in International Studies**

The School of Law and the International Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts degree in international studies with a specialization in international law. Students receive two degrees in four years. Applicants must apply to and be accepted by both programs.

**JD/MBA**

The School of Law and the Lundquist College of Business Graduate School of Management offer a doctor of jurisprudence and master of business administration (JD/MBA) concurrent degree program. The program prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, corporate management, sports marketing, and international business. Students receive two degrees in four years rather than in the standard five. Applicants must apply to and be accepted by both schools.

**JD/MA or MS in Environmental Studies**

The School of Law and the Environmental Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts or a master of science in environmental studies. This program introduces students to scientific, social, and legal aspects of environmental regulation and resource development. Students receive two degrees in four years rather than in the standard five. Applicants must apply to and be accepted by both programs.

**JD/MA or MS in Media Studies**

The School of Law and the School of Journalism and Communication offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts or master of science in media studies. The degrees provide students with opportunities for both legal and communications internships. Applicants must apply to and be accepted by both schools.

**JD/MCRP in Community and Regional Planning**

The School of Law and the School of Planning, Public Policy and Management offer a concurrent degree program leading to a doctor of jurisprudence and a master of community and regional planning. The degrees provide students with opportunities for both legal and planning internships. Applicants must apply to and be accepted by both programs.

**JD/MNM in Nonprofit Management**

The School of Law and the School of Planning, Public Policy and Management offer concurrent degrees that provide students with professionally accredited degrees in both law and public administration, the opportunity to interact with professionals in both the legal and public administration communities, opportunities for both legal and public administration internships, and an array of course work that prepares students for a wide range of professional careers.

**JD/MPA in Public Administration**

The School of Law and the School of Planning, Public Policy and Management offer a concurrent degree program leading to a doctor of jurisprudence and a master of public administration. The degrees provide students with opportunities for both legal and public administration internships. Applicants must apply to and be accepted by both programs.

**JD/MS in Water Resources Policy and Management**

The School of Law and Oregon State University offer a concurrent degree program leading to a doctor of jurisprudence and a master of science in water resources engineering, water resources science, or water resources policy and management. Applicants must apply to and be accepted by both programs.
Courses

CRES 101. Introduction to Conflict Resolution. 4 Credits.
Explores up-to-date conflict management theories and practical steps to communicate effectively in sensitive situations.

CRES 199. Special Studies: [Topic]. 1-4 Credits.
Repeatable.

CRES 351. Roles of a Diplomat. 2 Credits.
Students learn about diplomats and diplomatic practice in international conflict situations.

CRES 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

CRES 401. Research: [Topic]. 1-4 Credits.
Repeatable.

CRES 404. . 1-4 Credits.

CRES 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CRES 415. Conflict and Gender. 4 Credits.
Focuses on the multiple relationships among conflict, violence, and gender in situations of warfare, militarization, and peacemaking.

CRES 420. Restorative Justice. 4 Credits.
Provides a critical introduction to the principles and practices of restorative justice.

CRES 435. Israel and Palestine. 4 Credits.
Examination of the Palestinian and Israeli conflict. Evolution of the political struggle with a broad look at the human side of conflict, and examination of critical negotiation issues.

CRES 440. Dialogue Across Differences. 2 Credits.
Introduction to processes and facilitation of discourse and dialogue, with special emphasis on participation.

CRES 445. Conflicts of Incarceration. 4 Credits.
Issues of crime, incarceration, and justice within the Western context.

CRES 503. Thesis. 1-9 Credits.
Repeatable.

CRES 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CRES 515. Conflict and Gender. 4 Credits.
Focuses on the multiple relationships among conflict, violence, and gender in situations of warfare, militarization, and peacemaking.

CRES 520. Restorative Justice. 4 Credits.
Provides a critical introduction to the principles and practices of restorative justice.

CRES 535. Israel and Palestine. 4 Credits.
Examination of the Palestinian and Israeli conflict. Evolution of the political struggle with a broad look at the human side of conflict, and examination of critical negotiation issues.

CRES 540. Dialogue Across Differences. 1-2 Credits.
Introduction to processes and facilitation of discourse and dialogue, with special emphasis on participation.

CRES 545. Conflicts of Incarceration. 4 Credits.
Issues of crime, incarceration, and justice within the Western context.

CRES 601. Research: [Topic]. 1-9 Credits.
Repeatable.

CRES 604. Internship: [Topic]. 1-8 Credits.
Repeatable.

CRES 605. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

CRES 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CRES 608. Workshop: [Topic]. 1-5 Credits.
Repeatable.

CRES 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CRES 611. Terminal Project. 1-9 Credits.
Repeatable.

CRES 612. Philosophy of Conflict Resolution. 4 Credits.
Study of how philosophical and theoretical frameworks influence current views and practices of conflict resolution.

CRES 613. Perspectives on Conflict Resolution. 4 Credits.
Introduction to interdisciplinary perspectives on conflict and conflict resolution. Various disciplines (including economics, psychology, and communication) views of conflict and conflict resolution.

CRES 614. Negotiation, Bargaining and Persuasion. 4 Credits.
Examines issues that pervade negotiations, including framing arguments, analyzing bargaining conditions, and crafting deals. Basic skills in negotiation, bargaining and persuasion developed through simulated negotiations.

CRES 615. Cross-Cultural Dynamics in Conflict Resolution. 4 Credits.
Provides students with an opportunity to build or enhance necessary theoretical knowledge, awareness, understanding, practical skills, and strategies for effectiveness in cross-cultural conflict resolution.

CRES 616. Mediation Skills. 4 Credits.
Develop mediation skills such as problem framing, listening, and issue identification and sequencing. Learn to diagnose problems, clarify facts and craft interventions.

CRES 617. Professionalism in Practice. 4 Credits.
Examines the legal and professional ethical constraints in the practice of conflict resolution.

CRES 618. Adjudication and Courts. 2 Credits.
Designed to familiarize students with litigation and formal legal alternatives such as arbitration. Court processes and regulations are explained.

CRES 620. Facilitation. 2 Credits.
Fundamentals of facilitating group discussions and decision-making.

CRES 625. Psychology of Conflict. 4 Credits.
Examines the psychological sources, nature, and functions of conflict, covering multiple levels of analysis relevant to intrapersonal, interpersonal, intragroup, and intergroup conflict.

CRES 629. Arbitration Survey. 1 Credit.
Exploring arbitration as a form of dispute resolution with particular relevance to employment, consumer, commercial, and large-scale disputes.

CRES 631. Managing Conflict in Organizations. 3 Credits.
Prepares students to assist in managing disputes within organization. Covers sources of conflict, common organizational processes, and analyzing and resolving organizational disputes.
CRES 632. Research Methods. 3 Credits.
Explores questions that research may encounter or raise, and how to resolve them. Considers both qualitative and quantitative research methods.

CRES 633. Professional Development Seminar. 1 Credit.
Provides incoming students with tools to be successful in the graduate program and the professional world.

CRES 650. Capstone Seminar. 1 Credit.
Provides student with opportunities to systemically consider lessons from their practicum experiences. Class sessions based on student fieldwork.

CRES 651. Academic Capstone: Course Concentration. 1 Credit.
Fulfills the course component of the course concentration final project for conflict resolution students.
Prereq: students must have completed 50 percent or more of their course concentration credits prior to the term in which they enroll in this course.

CRES 655. Family Mediation. 4 Credits.
Preparation for work-related experiences in family mediation, specifically domestic relations involving custody and parenting time.

CRES 660. Environmental Conflict Resolution. 4 Credits.
Students learn and critically examine methods of environmental conflict resolution, including conflict assessment, negotiation, decision-making, adaptive management, collaboration, and public participation.

Courses

LAW 101. Introduction to American Law. 4 Credits.
Surveys United States legal system: presents structure and methods of the legal system and fundamentals of several substantive areas of law.

LAW 102. Introduction to Criminal Law. 4 Credits.
Explores criminal law and statutes using primary and secondary sources.

LAW 103. Introduction to Criminal Investigation. 4 Credits.
Examines the constitutional limitations on police officers’ authority to detain suspects, search them and their property, and interrogate them.

LAW 104. Introduction to Business Law. 4 Credits.
Examines the context of everyday commerce, shaped by contract, tort, business entity, and securities law, to uncover how the law both affects and is affected by business.

LAW 196. Field Studies: [Topic]. 1-6 Credits.
Repeatable.

LAW 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LAW 201. Introduction to Environmental Law and Policy. 4 Credits.
An introduction to environmental policy and law, with an overview of major themes and the regulatory framework. Focuses on community resilience.

LAW 202. Introduction to Public International Law. 4 Credits.
An introduction to the origins, application, and main actors in international law, international institutions, and international legal processes.

LAW 203. Controversies in Constitutional Law. 4 Credits.
In-depth examination of five to seven landmark Supreme Court cases over the course of the term, spending three to four class sessions on each case.

LAW 204. Immigration and Citizenship. 4 Credits.
Interdisciplinary study of the way in which the American legal order has constituted citizenship.

LAW 205. Introduction to Legal Research. 2 Credits.
Students investigate sources of law and sharpen analytical skills using issues arising in everyday life and scenarios requiring legal information to develop critical legal information literacy skills.

LAW 301. Youth and Social Change. 4 Credits.
Explore how adults act on youth through law, mass media, policy, and social science, while investigating youth as agents of change, acting on their own perspective of law and justice.

LAW 304. American Law and Families. 4 Credits.
Examines the family through a legal lens; the rules that affect legal relationships among family members and laws related to family property.

LAW 305. Contracts in Society. 4 Credits.
Examines business deals as tools that shape personal and social realities, including related power dynamics and the nuances and limits of language.

LAW 310. Environmental Regulation. 4 Credits.
Provides students with an understanding of laws regulating activities that affect the environment as well as the skills to analyze and apply these laws to current issues.

LAW 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

LAW 401. Research: [Topic]. 1-6 Credits.
Repeatable.

LAW 403. Thesis. 1-12 Credits.
Repeatable.

LAW 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

LAW 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

LAW 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

LAW 408. Workshop: [Topic]. 1-12 Credits.
Repeatable.

LAW 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LAW 415. Human Rights, Law, and Culture. 4 Credits.
The history, theory, and practice of human rights from a global perspective.

LAW 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LAW 600. Law Courses for Nonlaw Students. 1-15 Credits.
Repeatable. Generic course number for translating 600-level School of Law semester credits to term credits on academic records for nonlaw students.

LAW 601. Research: [Topic]. 1-16 Credits.
Repeatable.

LAW 605. Reading: [Topic]. 1-16 Credits.
Repeatable.

LAW 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Accounting for Lawyers, Alternative Dispute Resolution, American Legal Biography, Immigration Law, Litigation Practice and Procedure, Mediation, Negotiation, Nonprofit Organizations, Postconviction Remedies, White-Collar Crime.
LAW 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LAW 611. Contracts. 4 Credits.
Examines contractual relationships from formation through interpretation and breach to remedies and potential third-party rights. Covers the common law of contracts and Uniform Commercial Code, Article 2, which governs contracts for the sale of goods.

LAW 613. Torts. 4 Credits.
Liability for intentional and negligently caused injuries to person and property, strict liability, vicarious liability, abnormally dangerous activities, products liability, nuisance, invasion of privacy, defamation, defenses and immunities, the impact of insurance and risk distribution upon liability, accident compensation plans, damages, losses.

LAW 615. Civil Procedure. 4 Credits.
Survey of federal court organization and jurisdiction and of systems of civil procedure.

LAW 617. Property. 4 Credits.
Nature and function of private property rights. Topics may include the common law classification of estates in land; forms of concurrent ownership; landlord and tenant; adverse possession; incorporeal interests in land, easements, covenants, and servitudes; title; introduction to land use issues and judicial legislative developments in law.

LAW 618. Criminal Law. 4 Credits.
Administration of criminal law and the definition of crimes as a technique of social order with primary basic elements of criminal liability. Emphasis on sources of definitions, limitations of culpability, and defenses.

LAW 619. White-Collar Crime. 2 Credits.
For students interested in the practice of criminal law. Assists business lawyers who advise clients on the business practices that constitute criminal activity.

LAW 620. Business Associations. 4 Credits.
Surveys business relationships between the people who own, invest in, and manage businesses and the third parties who interact with or are affected by them. Starting with sole proprietorships, then turning to partnerships, corporations, and hybrids of the two, presents the structure, operation, and salient characteristics of each business form.

LAW 621. Advanced Business Law. 2 Credits.
Presents topics not covered in Business Associations I. Includes special corporate fiduciary duties that are implicated in friendly and unfriendly merger transactions as well as the federal securities laws that affect corporate governance.
Prereq: LAW 620.

LAW 622. Legal Research and Writing I. 3 Credits.
Integrated instruction in legal research, analysis, and writing of legal memoranda emphasizes research strategies, problem solving, and the relationship between research strategies and analysis. Writing assignments, each progressively more difficult, are evaluated by faculty members. Offered in small sections. Includes library workshops and individual conferences.

LAW 623. Legal Research and Writing II. 3 Credits.
Building on the research, writing, and analytical skills of Legal Research and Writing I, students focus on persuasive writing as they produce trial memoranda and appellate briefs. Students present final oral arguments in a courtroom setting before a panel of three judges.

LAW 624. Advanced Legal Research. 2 Credits.
Development of skills in formulating efficient research strategies online and in print; exposure to research methods in particular areas of law.

LAW 625. Business Bankruptcy. 3 Credits.
Explores the law governing business bankruptcy; examines tools for restructuring and rehabsilitating a business under Chapter 11 of the Bankruptcy Code. Topics include operating a business in bankruptcy, reshaping the estate, and negotiating and confirming a plan of reorganization.
Prereq: LAW 648.

LAW 626. Mergers and Acquisitions. 2-3 Credits.
Participants develop an understanding of how to analyze a potential acquiree and how that analysis informs and governs the drafting of the acquisition agreement and the disclosure document. Presents the germination of a transaction from financial need to executed documentation.
Prereq: LAW 620.

LAW 627. Accounting for Lawyers. 3 Credits.
Covers the accounting cycle, generally accepted accounting principles, financial statements, and common legal and accounting topics.

LAW 628. Nonprofit Organizations. 3 Credits.
Provides an overview of the theory, purposes, and regulation of nonprofit organizations. Practical skills are developed through drafting assignments.

LAW 629. Fundamentals of Loans. 1 Credit.
Covers the rights of borrowers and lenders in unsecured and secured loans in less depth than the Secured Transactions course.

LAW 631. Real Estate Planning. 3 Credits.
Covers the planning and documentation of real estate development, financing and leasing transactions, with special emphasis on tax aspects of real estate transactions. Taught from a practical skills perspective that will appeal to practicing lawyers and other employers.
Pre- or co-req: LAW 680.

LAW 633. Business Planning. 2,3 Credits.
Study of business life cycle from its initial organization and operation to its eventual sale and dissolution. Students draft documents for use in hypothetical transactions, compare the way partnerships and corporations deal with similar problems, and analyze the impact taxes have on business decisions.
Prereq: LAW 620, LAW 680.

LAW 634. Contract Drafting. 2 Credits.
The principles of contemporary commercial drafting, introduction to documents typically used in a variety of transactions.

LAW 635. Real Estate Transactions. 3 Credits.
Fundamentals of real estate transactions, with a focus on secured land and finance.

LAW 636. Secured Transactions. 3-4 Credits.
Examines the rules that govern borrowing and lending with collateral; buying and selling promissory notes and other debt; and related transactions that are essential to large and small transactions.

LAW 637. Trusts and Estates I. 3 Credits.
Basics of estate planning law—intestate succession, wills, will substitutes, and trusts.
Prereq: LAW 617.

LAW 638. Workers’ Compensation Law. 2 Credits.
Fundamentals of workers’ compensation law in Oregon and other states.
LAW 639. Employment Discrimination. 3 Credits.
Examines theory and law of race, sex, age, disability, and other prohibited employment discrimination, including harassment. Focuses on federal statutes and relevant constitutional provisions, and applies law and theory to practice.

LAW 640. Children and the Law. 3 Credits.
Topics include the constitutional framework for allocating the power to make decisions about children among parents, children, and state agents; control of education; parental support duties; establishing paternity; the child welfare system; legal solutions to conflict between adolescents and their parents; and juvenile delinquency and the juvenile justice system.

LAW 642. Legislation. 3 Credits.
Covers theories of the legislative process, normative theories of statutory interpretation, and the main judicial doctrines of statutory interpretation.

LAW 643. Constitutional Law I. 3 Credits.
Government structure and individual rights are examined in the context of the authority of courts to declare legislative acts unconstitutional. Includes congressional regulatory power under the Commerce Clause, implied limits on state regulatory power, and the substantive dimensions of due process.

LAW 644. Constitutional Law II. 3 Credits.
Guarantees of individual rights against government, especially freedom of expression and equal protection of the law.
Prereq: LAW 643.

LAW 645. Oregon Practice and Procedure. 3 Credits.
Intensive study of civil procedure in Oregon courts, and the critical evaluation of Oregon civil procedure in light of the purposes and values of a procedural system and in comparison with federal rules.

LAW 646. Federal Jurisdiction. 3 Credits.
Addresses the role of federal courts in the operation of the federal system. Includes analysis of constitutional and legislative foundations of the judicial power of the United States; jurisdiction—diversity of citizenship, federal question, jurisdictional amount, and removal; venue; federal and state court relationships; the law applied to federal courts; procedure in the federal district courts; appellate jurisdiction and procedure in courts of appeals and the Supreme Court.

LAW 647. Conflict of Laws. 3 Credits.
Students learn to evolve techniques for choosing or selecting the governing law from among the states or nations involved in a private event. Presents some aspects of federalism; jurisdiction; and the recognition, enforcement, and modification of judgments.

LAW 648. Bankruptcy. 3 Credits.
Introduction to bankruptcy law; focuses on consumer bankruptcy and contrasting creditor's rights and debtor's protections under the federal Bankruptcy Code with those under state collection law. Recommended preparation: Commercial Law (LAW 636).

LAW 649. Legal Profession. 3 Credits.
Addresses the Model Code of Professional Responsibility, the Code of Judicial Ethics, roles and functions of lawyers in society, organization and functions of the bar, provision of legal service, responsibilities in representing clients, and the future of the legal profession. It may include the review and analysis of videotaped ethical problems.

LAW 650. Interview and Counsel. 2 Credits.
Explores the client-centered approach to interviewing and counseling through readings, discussions, participatory exercises, and role-playing.

LAW 651. Trial Practice. 3 Credits.
Introduces the essential techniques and theory necessary to conduct a trial in court.
Prereq: LAW 652.

LAW 652. Evidence. 3 Credits.
Covers the structure of the adversary system: roles of judge, jury, and attorney in the fact-finding process; sufficiency of evidence; order of proof; presumptions; relevancy; judicial notice; real and documentary evidence; form and elicitation of oral testimony; impeachment and rehabilitation of witnesses; the hearsay rule and its exceptions; privileges. Addresses practical problems in the introduction of evidence and trial tactics and methods. Courtroom observations, movies, and videotapes of effective trial techniques present realistic situations.

LAW 655. Family Law. 3 Credits.
Marriage and its legal consequences, divorce and its financial consequences; establishing the parent-child relationship; child custody and child support; jurisdiction and choice of law issues at divorce; legal regulation of marriage; rights of unmarried cohabitants.

LAW 656. Elder Law. 3 Credits.
Topics include social security and pensions; health care decision-making, including the right to die, living wills, and durable powers of attorney for health care; planning for health care financing, including alternate living arrangements and financing through private resources, Medicare and Medicaid; regulation of retirement facilities and nursing homes; and protection of disabled adults through guardianships, conservator-ships, and related mechanisms. Covers the basic and comprehensive writing requirements.

LAW 658. Local Government Law. 3 Credits.
Uses DeTocqueville and Madison to frame the issue of decentralization versus centralization in governmental structure. Course materials are divided into three sections: 1) vertical governmental organization—the relationships between cities and state governments and the relation of both to the federal government; 2) horizontal governmental relations—how neighboring cities deal with one another on public school funding, exclusionary zoning, regional planning, and other areas; 3) internal relationship between cities and their citizens—voting systems, when citizens can sue a city, referenda, and initiatives.

LAW 659. Labor Law. 3 Credits.
Analysis of the National Labor Relations Act and the Oregon Labor Relations Act; the right of self-organization; selection of the representative by election and by other means; unit determination; bargaining in good faith; remedies for unfair labor practices; judicial review; strikes, boycotts, and lockouts under various labor relations acts; concerted activities; and roles of courts and labor agencies.

LAW 660. Employment Law. 3 Credits.
Examines individual rights in the workplace, including federal and state statutes. Use of questionnaires, polygraph legislation, drug and other medical tests; employment discrimination (Title 7); disability discrimination; family leave statutes; and a variety of working conditions are covered, including harassment, workplace privacy, and free speech as well as the Occupational Safety and Health Act. The doctrine of at-will discharge and whistle-blower legislation are included.

LAW 661. Remedies. 3 Credits.
Remedies available for prevention of redress of civil wrongs; includes monetary damages; restitutionary remedies such as tracing, constructive trusts, equitable liens, and injunctions.
LAW 662. Jurisprudence. 3 Credits.
Topics may include examination of important conceptual theories of law—legal positivism, natural law, legal realism; the relation of law and morality; theories of justice: economic, Kantian, utilitarian; the Critical Legal Studies movement; philosophical aspects of legal issues; abortion and punishment; feminist theories of law; and moral constraints of the practice of law.

LAW 663. Antitrust Law. 3 Credits.
Explores the tension between a free enterprise, competition-based model and a government-intervention model in which the interests of competitors, purchasers, and consumers are protected and shielded. Examines three statutes—the Sherman Act, the Clayton Act, and the Robinson-Patman Act—and the many cases construing and interpreting these flexible and loosely defined statutes. The Federal Trade Commission Act and the Antitrust Procedure Act are addressed.

LAW 664. Administrative Law. 3 Credits.
Analysis of judicial review of administrative action, including presumptions, standing, ripeness, exhaustion, and questions of fact and law; the process of proof in adjudicatory hearings, including official notice, evidentiary considerations, and investigation; the process of decision in adjudicatory hearings, including separation of function, bias, and ex parte communication; procedural distinctions between rule making and adjudication.

LAW 665. Securities Regulation. 2-3 Credits.
Examines the federal statutes and regulations that affect the initial and secondary distribution of securities. Emphasis is placed on the Securities Act of 1933, the Securities Exchange Act of 1934, and the integrated disclosure system now largely in place.

LAW 667. Copyrights. 3 Credits.
Virtually any creative product (other than inventions) that originates with the author can be protected by copyright. Comprehensive federal copyright statute is built upon extensive judicial interpretations through case law. Considers creations, ownership, and transfer of copyright interests and the rights accorded to copyright owners to make copies and derivative works and to distribute, perform, and display the work. Addresses the basic principles of trademark law.

LAW 668. Land Use Law. 2-3 Credits.
Survey the function, operation, and legal impact of state and local public planning and land-use control laws, ordinances, and administrative growth-control techniques; transfer of developmental rights; zoning; variances; conditional-use permits; and nonconforming uses. Considers newer state-level land-use control devices, such as state environmental impact assessment acts (e.g., in California) and statewide land-use planning laws (e.g., in Oregon).

LAW 669. Water Resources Law. 2-3 Credits.
Reparian and appropriation water law systems, federal and state power over water resources, transfer of water rights, groundwater management, public water rights, including the public trust doctrine, and environmental constraints on water use.

LAW 670. Public Land Law. 3 Credits.
Reviews the historical development of public land law and an analysis of the interrelated roles of Congress, the executive branch, the courts, and state governments in determining the use of public lands. Examines management of specific resources found on public lands: wilderness, timber, water, wildlife, grazing, minerals with attention to the growing tension between resource development and preservation of the public lands.

LAW 671. International Law. 2-3 Credits.
Justification for state actions labeled rules of law; sources and evidence of a law between states; statehood; treaties; state responsibility and authority; individuals in transnational situations; international cooperation; protection of human rights; and use of military force.

LAW 673. Patent Law and Policy. 2.3 Credits.
Developments in patent law including patentable subject matter; requirements for patentability and infringement; the process of obtaining and enforcing a patent; and contemporary controversies in patent law, such as ethical and economic objections to biotechnology and software patents.

LAW 675. Legal Writing. 1-3 Credits.
Research and writing supervised by a faculty member. Typically 2 credits, but never more than 3, are awarded for a writing project in one semester.

LAW 676. International Tax. 3 Credits.
Addresses the United States taxation of international transactions, including trade, investment, and labor, covering both out-bound (US to foreign) and inbound (foreign to US) transactions. Prereq: LAW 680.

LAW 678. Indian Law. 2-3 Credits.
Provides students with an understanding and overview of the fundamental principles of American Indian law.

LAW 680. Federal Income Tax I. 3 Credits.
Statutory, judicial, and administrative material related to individual income tax—concepts of income, deductions, credits, tax accounting, basis, and capital gains and losses.

LAW 681. Federal Income Tax II. 3 Credits.

LAW 682. Estate and Gift Taxes. 2 Credits.
Analysis of the federal estate and gift tax system and its application to gratuitous transfers. Prereq: LAW 637, LAW 680.

LAW 683. Estate Planning. 3 Credits.
Presents problems in estate analysis, planning, and execution; planning an estate from the interview stage to the drafting of wills and trusts to implement the estate plan. Prereq: LAW 637.

LAW 684. Criminal Investigation. 3 Credits.
Examines the regulation of law enforcement investigatory practices—searches and seizures, the eliciting of confessions, and lineups and other identification procedures. Course materials analyze various constitutional and statutory constraints on law enforcement practices, and deal extensively with landmark federal constitutional cases such as Miranda v. Arizona.

LAW 685. Criminal Adjudication. 3 Credits.
Examines the adjudicative part of criminal procedure; covers the decision to charge, bail and pretrial release, grand juries and preliminary hearings, discovery, pretrial motions, plea bargaining, jury trials, appeals, and former jeopardy.

LAW 686. Environment and Pollution. 3 Credits.
Taught whenever possible as a seminar; class preparation is essential. Emphasizes air and water pollution law. Legal questions address federal laws, enforcement techniques, proper and improper roles of courts, and the concept of forcing technology. Context includes primarily Clean Air Act, Clean Water Act.
LAW 687. Wildlife Law. 2 Credits.
Overview of the treatment of wildlife; international regulation; federal regulation; the national wildlife refuge system; wildlife management on U.S. Forest Service lands and lands administered by the Bureau of Land Management; fish habitat and hydroelectric development; regulation of private lands to protect species on public lands; tribal rights and wildlife; and state regulation of wildlife.

LAW 688. Hazardous Waste Law. 2 Credits.
Hazardous waste liability and regulation is moving to the forefront of environmental law as industries, governmental agencies, and citizen groups struggle with the problems of remediating contamination caused by past disposal practices and seek to prevent unsafe disposal in the future. Emphasizes the attorney's roles in compliance counseling, in environmental audits, and in negotiation between governmental agencies and regulated parties.

LAW 690. International Environmental Law. 2.3 Credits.
Investigates treaty and customary principles of international law regarding environmental protection. Covers problems of protecting the international environment, transboundary pollution, and international interest in national environmental resources.

LAW 691. Comparative Environmental Law. 3 Credits.
Includes readings and classroom discussions; participation by U.S. staff members of the Environmental Law Alliance Worldwide; participation by international lawyers visiting Eugene under E-LAW U.S.'s "working exchange" program; pairing of students with lawyers in other countries for legal research; making legal material available to others using the web. Research paper required.

LAW 692. International Trade and Investment Law. 3 Credits.
Examines U.S. and international regulatory structures, policies, and rules governing trade and investment that cross national boundaries. Emphasizes history, philosophy, and practices that characterize the World Trade Organization and the General Agreement on Tariffs and Trade. Considers regional economic arrangements and the European Union.

LAW 693. Human Rights and Environment. 3 Credits.
Environmental rights, increasingly recognized as a new category of human rights as well as an application of existing rights, are both substantive and procedural. Presents recent developments in international law and national law in various countries in Europe, Africa, Asia, and the Americas. Examines international instruments, national constitutions, and legislation. Discussion includes novel international court cases that interpret and apply these rights.

LAW 694. Professional Sports Law. 2-3 Credits.
Is the NFL an illegal cartel? What rights do players and unions have? Explores the regulation of professional leagues, players, teams, coaches, and agents.

LAW 695. Amateur Sports Law. 2-3 Credits.
Are student athletes pampered or victimized? What has Title IX accomplished? What’s next for the National Collegiate Athletic Association? Explores the regulation of intercollegiate and interscholastic sports.

LAW 696. Sports Licensing. 1 Credit.
A practical look into the world of sports licensing. The focus will be on examining real-world contracts and the contexts in which they were negotiated.

LAW 704. Internship: [Topic]. 1-12 Credits.

LAW 707. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics are Advanced Appellate Advocacy; Interviewing and Counseling; Journal of Environmental Law and Litigation; Legislative Issues Workshop; Moot Court Board; Moot Court Competition; Law Review; Oregon Review of International Law, Trial Practice.

LAW 712. Business Law Clinic. 3 Credits.
Replicates the environment of a small law firm. Students represent small companies and entrepreneurs who need legal assistance in forming and operating their businesses. Each student assists several clients during the course of the semester under the supervision of an attorney. Includes a weekly seminar.
Prereq: LAW 620, 680.

LAW 714. Judicial Externship [Topic]. 1-12 Credits.
Externship at the Lane County Circuit Court. Students conduct research, write legal memoranda, draft opinions and generally participate in the daily operation of the court. Repeatable.

LAW 720. Disability Law. 2 Credits.
Surveys the major federal special education and disability nondiscrimination laws from a disability rights perspective.

LAW 721. Introduction to State Administrative Law. 2 Credits.
Examines Oregon's Administrative Procedure Act and Model State Administrative Procedure Act, with the added context of relevant case law.

LAW 722. Alternative Dispute Resolution Litigation Strategy. 2 Credits.
Provides knowledge, tools and skills for lawyers to settle cases, help clients make an informed decision about settlement, and identify appropriate processes.

LAW 723. Oregon Constitutional Law. 2 Credits.
This course covers provisions of the Oregon Constitution that differ from, and usually provide more rights than, the US Constitution, including equal protection, free speech, search and seizure, guaranteed remedy.
Prereq: LAW 643, LAW 644.

LAW 729. Legal Writing for the Bar. 2 Credits.
Offers a head start on bar preparation by helping students to develop and solidify the fundamental skills needed to pass the bar.

LAW 730. Intensive Writing. 2 Credits.
Introduces students to ways in which lawyers communicate and gives students the opportunity to more extensively study the mechanics of effectively communicating legal analysis.

LAW 731. Writing in Law Practice. 2 Credits.
Provides students with opportunities to develop practice-oriented writing skills in a variety of contexts.

LAW 732. Intensive Legal Writing. 3 Credits.
Students produce documents in a wide variety of practice settings, including office memoranda, contracts, and client letters. Students receive extensive feedback and opportunities to revise their work. Offered summer only.

LAW 740. Innovations in Criminal Justice. 1 Credit.
Focuses on advanced approaches to the reduction of recidivism in the federal criminal justice system. Discussion centers on the use of therapeutic jurisprudence grounded in evidence-based practice.

LAW 741. Child Development and the Law. 1 Credit.
Provides students with an overview of child development with applications for the law. Course topics span the developmental spectrum from prenatal influences through childhood.
LAW 742. Leadership for Lawyers. 1 Credit.
Examines leadership theories and models. Through intensive readings, exercises, introspection, and open discussion, participants develop workable insights into their own leadership styles and how to improve them.

LAW 743. Law of Settlement. 1 Credit.
Survey of legal issues and lawyering practices associated with the private resolution of litigated cases, including confidentiality, economic incentives, and enforcement.

LAW 750. Forensic Science in Criminal Law. 3 Credits.
Introduction to forensic science and criminal law. Topics include crime scene investigation, trace evidence, serology, DNA analysis, fingerprints, firearms, documents, and pathology.
Prereq: LAW 652, LAW 685.

LAW 780. LLM Seminar: Writing. 2 Credits.
Master of laws students will explore the United States legal system and legal profession through in-class workshops, legal research and writing, and oral presentations.

LAW 781. LLM Seminar: In Practice. 2 Credits.
Students studying for a master of laws (LLM) degree explore professional development topics and develop practice skills through in-class workshops, legal writing, a simulated symposium, and negotiation exercises.

LAW 790. Tribal Courts and Tribal Law. 2 Credits.
Examines Indian law from the tribal perspective and focuses on the role of tribal lawmaking and tribal courts.

LAW 791. Contemporary Issues in American Indian Law. 2 Credits.
Provides in-depth study of current issues in American Indian law and US public policy regarding Native Americans.

LAW 792. Comparative Law of Indigenous Peoples. 2 Credits.
Examines the historical and contemporary legal and policy treatment of indigenous peoples in select countries with significant indigenous populations.

LAW 793. Environmental Law. 3 Credits.
Overview of environmental law and policy, common-law doctrines, administrative rulemaking, environmental federalism, National Environmental Policy Act, Endangered Species Act, the regulation of hazardous waste, air and water pollution.

LAW 794. Natural Resources Law. 3 Credits.
Provides a foundation in environmental law. Spans international, federal, state, and local jurisdiction, interfacing with classic environmental law (pollution statutes).

LAW 795. Public Trust Law. 2 Credits.
Explores public trust law, which originated as judge-made law and has been enshrined in many statutes and constitutions in the United States and abroad.

School of Music and Dance

C. Brad Foley, Dean
541-346-3761
541-346-0723 fax
121 MarAbel B. Frohnmayer Music Building
1225 University of Oregon
Eugene, Oregon 97403-1225

The School of Music and Dance is nationally recognized for its dedication to the highest levels of excellence in teaching, performance, and research. It is the only music school in the state of Oregon authorized to grant master’s degrees in dance and doctoral degrees in music.

The School of Music and Dance began as the Department of Music in 1886, then the School of Music in 1900. It was admitted as a charter member of the National Association of Schools of Music in 1928. The school was joined in 1991 by the dance faculty—which had been offering courses at Oregon since 1911, and which established a dance major in 1959—and was renamed the School of Music and Dance in 2005. The UO music and dance departments are among the oldest west of the Mississippi.

The School of Music and Dance serves more than 500 music and dance majors, including 150 graduate students, and offers the following degrees in a wide range of options:

- bachelor of arts (BA)
- bachelor of music (BMus)
- bachelor of music in music education (BMME)
- bachelor of science (BS)
- master of arts (MA)
- master of fine arts (MFA)
- master of music (MMus)
- master of science (MS)
- doctor of musical arts (DMA)
- doctor of philosophy (PhD)

The ratio of students to faculty members is 8.3-to-1.

More than 250 performance programs are held annually in Eugene by UO students and faculty members, and more than 500 in the United States and abroad.

Mission Statement

The University of Oregon School of Music and Dance has a threefold mission:

- To prepare students to lead lives enriched by the arts of music and dance
- To provide comprehensive programs for those pursuing professional careers in music and dance, and a broad range of courses for those seeking a liberal arts education
- To serve as an educational and cultural resource for the University of Oregon, the local community, and the state of Oregon

Dance

Steven Chatfield, Department Head
541-346-3386
541-346-3380 fax
161 Gerlinger Annex
1214 University of Oregon
Eugene, Oregon 97403-1214

The primary aim of the Department of Dance is to enrich the lives of majors, nonmajors, and the Oregon community with diverse dance experiences. Dance is explored as an art form and as one of the humanities in a liberal arts education. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem solving, and evaluation. In addition to the academic components, dance students experience the rigorous
professional discipline that is inherent in studio classes. The department emphasizes modern dance. Students may also study such idioms as ballet, ballroom, contact improvisation, hip-hop, jazz, and salsa.

Regardless of a student’s career goals, education in dance at the University of Oregon provides the opportunity to develop motivation and self-discipline, intellectual curiosity, and creative imagination. These attributes are essential not only for a successful career but also for experiencing a fulfilling life.

Information about performances, placement classes, performance auditions, master classes, special events, and scheduling updates is available in the department office and online (http://music.uoregon.edu/areas-study/dance).

Facilities
The Department of Dance has four professional dance studios for classes and activities in dance. In addition to serving as classrooms and rehearsal spaces, two studios in Gerlinger Annex convert into the M. Frances Dougherty Dance Theatre, which seats 225 people and has state-of-the-art stage equipment.

Performing Opportunities
The department offers frequent opportunities for students to perform in works by faculty members, guest artists, graduate students, and undergraduates. Performances are produced throughout the year, and any university student may participate. Participants are usually selected through auditions. Rehearsals and performances earn academic credit.

A student may earn credit and gain experience in teaching, lighting, costuming, makeup, management of productions, or a combination of these. Practicum credit is offered in dance choreography, production design, and management.

Repertory groups such as the UO Repertory Dance Company and Dema, an African dance ensemble, tour Oregon and the Northwest presenting concert performances as well as lecture-demonstrations and master classes for public schools, colleges, universities, civic organizations, and community concert series.

Collaborations with the Department of Theater Arts or within the School of Music and Dance provide multidisciplinary performance opportunities. These activities carry academic credit.

Scholarships
The Department of Dance awards Lotta Carll scholarships yearly to talented student performers and choreographers.

Dance Oregon
A student organization partially funded by the Associated Students of the University of Oregon, Dance Oregon is open to any student interested in dance. Its general function is to enhance and enrich the dance opportunities offered through the departmental curriculum. To this end, Dance Oregon provides a variety of activities each year that are promoted on and off campus. Examples include sponsoring professional guest artists to perform, lecture, set repertory, or teach master classes, and organizing student participation in the American College Dance Association.

Dance Program for Nonmajors
A variety of dance experiences are provided for enjoyment and enrichment through the dance program. Lower-division DANC courses generally offer beginning or elementary instruction and may be repeated twice for credit. Upper-division DANC courses provide low-intermediate instruction and may be repeated twice for credit. A maximum of 12 credits in DANC courses may be applied to the total number of credits required for a bachelor’s degree.

Upper-division DAN courses provide advanced instruction. See DAN course listings for credit repeatability.

Noncredit DANC and DAN studio courses may be available to members of the community through community dance; a modest instructional fee is assessed by the Department of Dance.

Faculty

Christian Cherry, associate professor (fundamentals of rhythm, music for dance and music in the dance studio, contact improvisation); director, graduate studies; director, music in dance. BA, 1983, Ohio Wesleyan; MM, 1993, Ohio State. (2001)


Emeriti

Susan Zadoff, senior instructor emerita. Ballet Russe de Monte Carlo. (1976)

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

- Bachelor of Arts
- Bachelor of Science
- Minor
Undergraduate Studies

The Department of Dance offers curricula leading to bachelor of arts (BA) or bachelor of science (BS) degrees. The goal of the department is to provide comprehensive dance training within the liberal arts framework of the university. The serious study of dance involves intellectual, artistic, and physical development. The Department of Dance emphasizes all three areas of growth, a commitment made possible by the breadth of its curricular offerings and the depth of faculty expertise.

Facility with oral and written communication is one goal of a liberal arts education. Therefore, dance majors pursue a course of study to acquire a firm intellectual grasp of the theoretical, historical, and creative forces that shape dance as an art form.

Dance, unique in that it is also a physical form of communication, requires continual experience in its technical foundations. Students are expected and encouraged to experience a variety of forms of dance training and idioms. Production and pedagogy are also integral to the undergraduate core, because many students find careers in theater and teaching.

Goals for the Undergraduate Dance Major

1. Explore the field of dance from a liberal arts perspective
2. Explore disciplined technique and creative processes involved in the artistry of dance
3. Formulate an intellectual understanding of the historical, philosophical, and culturally significant aspects of dance
4. Develop a working knowledge of music and science as they relate to and enhance the dance experience
5. Develop an understanding of dance as a unique art form in conjunction with its relationship to other art forms and disciplines
6. Develop a level of competence in performance, creative, and theoretical aspects of dance to pursue graduate studies or other professional goals

Preparation

High school students planning to major in dance should include preparation in music, drama, art, and dance, especially modern dance.

Students transferring to the UO as dance majors after two years of college work elsewhere should have completed two terms of college-level English composition, as many of the university’s general-education requirements as possible, and training in modern dance.

Careers

Career opportunities include performing in regional dance companies and teaching in universities, colleges, community colleges, community centers, fitness centers, and private studios. Business and technical theater management, dance science, dance research, and dance journalism offer alternatives to performance and creative work.

Bachelor’s Degree Program

Students eligible for admission to the university may declare dance as a major. Candidates for the bachelor’s degree with a major in dance must satisfy general university requirements, select appropriate courses in related areas, and complete dance course requirements with a grade of C– or better. The faculty regularly reviews students for evidence of satisfactory progress toward fulfilling degree requirements. Students who receive grades lower than C– or I (incomplete) or Y in dance courses are placed on departmental probation and must repeat or complete the course with a minimum grade of C–. Students placed on departmental probation have one term to achieve the goals they agreed upon with their academic advisors. While students are on probation, they receive guidance to help them achieve satisfactory progress toward the degree.

Courses required for a dance major or minor must be taken for letter grades when that option is available. A grade of P must be earned in courses designated pass/no pass (P/N) only.

Advising

Students admitted as majors must meet with a dance faculty advisor prior to registration each term. These meetings inform students about prerequisites and progress toward the degree. Appointment schedules for advising are posted by each advisor. Students must have a signed advising contract in their departmental academic file before they may register each term.

Bachelor of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 255</td>
<td>Dance Production I</td>
<td>3</td>
</tr>
<tr>
<td>DAN 256</td>
<td>Dance Somatics</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 351–352</td>
<td>Dance Composition I–II</td>
<td>6</td>
</tr>
<tr>
<td>DAN 360</td>
<td>Dance Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>DAN 394</td>
<td>Modern Dance Laboratory</td>
<td>9</td>
</tr>
<tr>
<td>DAN 407</td>
<td>Seminar: [Topic] (Senior Seminar)</td>
<td>3</td>
</tr>
<tr>
<td>DAN 408</td>
<td>Workshop: [Topic] (Performance)</td>
<td>9</td>
</tr>
<tr>
<td>DAN 453</td>
<td>Ballet from the Courts to Balanchine</td>
<td>3</td>
</tr>
<tr>
<td>DAN 454</td>
<td>Evolution of Modern Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAN 458</td>
<td>Music for Dancers</td>
<td>3</td>
</tr>
<tr>
<td>DAN 494</td>
<td>Modern Dance Laboratory</td>
<td>9</td>
</tr>
</tbody>
</table>

University Requirements and Electives

Courses to fulfill university requirements for bachelor’s degree and electives: 89 Credits

Total Credits: 144

Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 255</td>
<td>Dance Production I</td>
<td>3</td>
</tr>
<tr>
<td>DAN 256</td>
<td>Dance Somatics</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 351–352</td>
<td>Dance Composition I–II</td>
<td>6</td>
</tr>
<tr>
<td>DAN 360</td>
<td>Dance Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>DAN 394</td>
<td>Modern Dance Laboratory</td>
<td>9</td>
</tr>
<tr>
<td>DAN 407</td>
<td>Seminar: [Topic] (Senior Seminar)</td>
<td>3</td>
</tr>
<tr>
<td>DAN 408</td>
<td>Workshop: [Topic] (Performance)</td>
<td>9</td>
</tr>
<tr>
<td>DAN 453</td>
<td>Ballet from the Courts to Balanchine</td>
<td>3</td>
</tr>
<tr>
<td>DAN 454</td>
<td>Evolution of Modern Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAN 458</td>
<td>Music for Dancers</td>
<td>3</td>
</tr>
<tr>
<td>DAN 494</td>
<td>Modern Dance Laboratory</td>
<td>9</td>
</tr>
</tbody>
</table>

University Requirements and Electives

Courses to fulfill university requirements for bachelor of science degree and electives: 89 Credits

Total Credits: 144
Courses to fulfill university requirements for bachelor's degree and electives 89

Total Credits 144

University requirements for the BA and BS degrees are explained in the Bachelor's Degree Requirements section of this catalog.

Honors College Program

See the Robert Donald Clark Honors College section of this catalog for specific honors college requirements. Departmental requirements for dance majors enrolled in the Clark Honors College include the following:

- 6 credits of independent study in choreography, technical production, or related research leading to the senior honors thesis
- Either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on an approved research topic

Dance Minor

The dance minor is available to undergraduate students who want to combine an interest in dance with a major in another area of study. The minor allows students flexibility in constructing a program of courses to enhance and complement any chosen major.

Dance courses applied to the minor must be passed with grades of C– or better. Most upper-division courses have prerequisites, corequisites, or both.

Dance Minor Requirements

Technique

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 394</td>
<td>Modern Dance Laboratory</td>
<td>9</td>
</tr>
<tr>
<td>DAN 408</td>
<td>Workshop: [Topic]</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 251</td>
<td>Looking at Dance</td>
<td>4</td>
</tr>
<tr>
<td>DAN 255</td>
<td>Dance Production I</td>
<td>3</td>
</tr>
<tr>
<td>DAN 256</td>
<td>Dance Somatics</td>
<td>3</td>
</tr>
<tr>
<td>DANC 271</td>
<td>Dance Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>DAN 355</td>
<td>Dance Production II</td>
<td>1</td>
</tr>
</tbody>
</table>

Upper-Division Courses

Select courses from at least two of the following fields: 8

- Studio Theory
  - DAN 351 Dance Composition I
  - DAN 352 Dance Composition II
- Humanities
  - DAN 301 African Dance Aesthetics
  - DAN 453 Ballet from the Courts to Balanchine
  - DAN 454 Evolution of Modern Dance
  - DAN 458 Music for Dancers
- Science
  - DAN 260 Anatomy of Human Movement
  - DAN 360 Dance Kinesiology

Total Credits 32

1 Independent study courses, including performance credits in Workshop: [Topic] (DAN 408) [Work Rehearsal and Performance], are applicable to meet upper-division course requirements with faculty consultation and approval.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Courses that apply to the major must be passed with grades of C– or better.

Bachelor of Arts in Dance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>First term of first-year second-language sequence</td>
<td>5</td>
</tr>
<tr>
<td>WR 121 College Composition I</td>
<td>Pass with a C– or better</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>Pass with a C– or better; DAN 251 or 301 recommended</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td>Pass with a C– or better; DANC 170 or 172 recommended</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>Second term of first-year second-language sequence</td>
<td>5</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>Pass with a C– or better</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>Pass with a C– or better</td>
<td>4</td>
</tr>
<tr>
<td>Elective course</td>
<td>Pass with a C– or better; DANC 170 or 172 recommended</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third term of first-year second-language sequence</td>
<td>Pass with a C– or better</td>
<td>5</td>
</tr>
<tr>
<td>WR 122 College Composition II or College Composition III</td>
<td>Pass with a C– or better</td>
<td>4</td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>Pass with a C– or better</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
Elective course | Pass with a C– or better; DANC 170 or 172 recommended | 4

| Credits | 17 |
| Total Credits | 51 |

Maintain an overall GPA of 2.50 or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>Pass with a C– or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>Pass with a C– or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>Pass with a C– or better; DANC 260 recommended</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>Pass with a C– or better; DANC 255, 270, 271, or 272 recommended</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>Pass with a C– or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in science</td>
<td>Pass with a C– or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Multicultural course that doubles as a general-education social science course</td>
<td>Pass with a C– or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>Pass with a C– or better; DANC 255, 270, 271, or 272 recommended</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

| Credits | 16 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 255</td>
<td>Dance Production I</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>DAN 394</td>
<td>Modern Dance Laboratory</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>General-education course in arts and letters</td>
<td>Pass with a C– or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General-education course in social science</td>
<td>Pass with a C– or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>Pass with a C– or better</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 351</td>
<td>Dance Composition I</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>DAN 394</td>
<td>Modern Dance Laboratory</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>DAN 453</td>
<td>Ballet from the Courts to Balanchine</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>General-education course in science</td>
<td>Pass with a C– or better</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>Pass with a C– or better</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Credits | 16 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 256</td>
<td>Dance Somatics</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>DAN 352</td>
<td>Dance Composition II</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>DAN 394</td>
<td>Modern Dance Laboratory</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>Elective courses</td>
<td>Pass with a C– or better</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

| Credits | 16 |
| Total Credits | 48 |

Maintain a good academic standing and complete general-education requirements. A degree audit is recommended.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 407</td>
<td>Seminar: [Topic]</td>
<td>Pass with a C– or better</td>
<td>1</td>
</tr>
<tr>
<td>DAN 408</td>
<td>Workshop: [Topic]</td>
<td>Pass with a C– or better</td>
<td>1</td>
</tr>
<tr>
<td>DAN 494</td>
<td>Modern Dance Laboratory</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>DAN 452</td>
<td>Dance Composition III</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
<tr>
<td>DAN 458</td>
<td>Music for Dancers</td>
<td>Pass with a C– or better</td>
<td>3</td>
</tr>
</tbody>
</table>

| Credits | 16 |
| Total Credits | 48 |

Maintain an overall GPA of 2.50 or higher. Identify a minor, certificate program, or second major.
Elective courses
Pass with a C– or better 5

Credits 16

Winter

DAN 360 Dance Kinesiology Pass with a C– or better 4
DAN 407 Seminar: [Topic] Pass with a C– or better 1
DAN 408 Workshop: [Topic] Pass with a C– or better 4
DAN 494 Modern Dance Laboratory Pass with a C– or better 3
Elective course Pass with a C– or better 4

Credits 16

Spring

DAN 407 Seminar: [Topic] Pass with a C– or better 1
DAN 408 Workshop: [Topic] Pass with a C– or better 4
DAN 454 Evolution of Modern Dance Pass with a C– or better 3
DAN 494 Modern Dance Laboratory Pass with a C– or better 3
Elective courses Pass with a C– or better 5

Credits 16

Total Credits 48

Maintain good academic standing and complete major, minor, and/or certificate programs.

Bachelor of Science in Dance

Course Title Credits Milestones
First Year
Fall
Placeholder

Credits 0

Winter
Placeholder

Credits 0

Spring
Placeholder

Credits 0

Total Credits 0

Course Title Credits Milestones
Third Year
Fall
Placeholder

Credits 0

Winter
Placeholder

Credits 0

Spring
Placeholder

Credits 0

Total Credits 0

- Master’s Degree with Thesis
- Master’s Degree without Thesis
- Master of Fine Arts

Graduate Studies

The graduate program in dance has been temporarily suspended. No new graduate students are being accepted at this time.

The Department of Dance offers master of arts (MA) and master of science (MS) degrees in three programs—general master’s degree with thesis or choreographic thesis, general master’s degree without thesis, master’s degree with emphasis in dance science—and the master of fine arts (MFA) degree.

The MFA program requires at least three years of study in residence. Full-time students with adequate undergraduate preparation can complete an MS or MA degree program in two years if their area of specialization is designated during the first year. Students who enter with background deficiencies or who lack a specific focus for the thesis or final project typically take more than two years to complete an MS or MA degree. Work for a master’s degree must be completed within a period of seven years. This includes credits transferred from another institution and the thesis or final project.
Admission

Department Visit
Applicants for admission are strongly encouraged to visit the dance department during February or March of the preceding academic year. Participation in classes and a brief performance of choreography during the visit help the faculty evaluate applicants and serve to augment the video application. Video applications alone are acceptable in extenuating circumstances. Video applications must be in DVD format or delivered using an online service and must clearly show technical, performance, and choreographic proficiencies. For more information, call or write the department.

Application
Students seeking admission to a master's degree program should apply online through the Graduate School. Application for enrollment is open to anyone who has graduated from an accredited college or university and has a 3.00 cumulative undergraduate GPA. A student with a GPA below 3.00 may be admitted upon review of credentials. An official transcript of the student's college record must be submitted to the Graduate School. In addition, applicants must arrange for electronic submission of three letters of recommendation, a current curriculum vitae or résumé, a statement of purpose explaining their intent to pursue graduate studies in dance at the University of Oregon, and a sample of written work. A statement of purpose and sample of written work are used to evaluate writing ability. All submissions must be electronic.

International students whose native language is not English must earn scores of at least 575 on the Test of English as a Foreign Language (TOEFL) or 7.0 on the International English Language Testing System (IELTS).

Adequate undergraduate preparation in dance theory and technique is required for admission to graduate programs in dance. Applicants with undergraduate deficiencies should seek admission as postbaccalaureate students until the necessary courses are completed.

Deficiencies, which must be addressed at the first opportunity after entering the program, may be made up by
• passing proficiency examinations provided by the department
• presenting evidence of acceptable practical professional experience
• demonstrating ability on videotape or in person for faculty review

Graduate Fellowships
Some graduate teaching fellowships (GTFs) are available; applications are available online. Fellowship applicants are strongly urged to visit the department. Applicants who cannot visit must submit a DVD or the Internet address (URL) for a web-based video service documenting teaching skills. Videos should document a complete class; edited highlights of classes are not acceptable. Applications are reviewed beginning January 1 for the following fall term. GTF offers are made by April 15. Positions remain open until filled. Graduate teaching fellows must satisfactorily complete at least 9 graduate credits each term.

Master of Fine Arts Requirements
The master of fine arts is a rigorous terminal degree. Prescribed components provide a foundation upon which each student builds an individualized degree. Flexible emphases, supported by faculty expertise, permit elective areas of study in performance, choreography, collaboration, education, history, contemporary issues, and dance science. The program emphasizes modern dance with ballet as a strong supporting area.

Goals
The MFA in dance is designed to develop
• individual creative and scholarly talents, interests, and philosophies that can be used to expand and preserve our cultural heritage
• individuals with the potential to solve contemporary problems in dance and to explore and address new questions and issues
• professional competence in the dissemination of knowledge, including the logical, verbal, and written presentation of aesthetic ideas
• scholarly competence in the organization, evaluation, and interpretation of knowledge
• professional competence as reflected in a significant body of artistic work

Master of Fine Arts

Theory Core
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 558</td>
<td>Music for Dancers</td>
<td>3</td>
</tr>
<tr>
<td>DAN 602</td>
<td>Supervised College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>DAN 607</td>
<td>Seminar: [Topic]</td>
<td>9</td>
</tr>
<tr>
<td>DAN 611</td>
<td>Research Methods in Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAN 692</td>
<td>Dance Literature</td>
<td>3</td>
</tr>
<tr>
<td>DAN 693</td>
<td>Aesthetic Bases for Dance in Art and Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Performance and Choreography Core
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 594</td>
<td>Modern Dance Laboratory</td>
<td>18</td>
</tr>
<tr>
<td>DAN 606</td>
<td>Special Problems: [Topic] (Composition)</td>
<td>9</td>
</tr>
<tr>
<td>DAN 508</td>
<td>Workshop: [Topic] (Rehearsal and Performance)</td>
<td>4</td>
</tr>
<tr>
<td>DAN 608</td>
<td>Workshop: [Topic] (Rehearsal and Performance)</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance electives</td>
<td></td>
<td>16-24</td>
</tr>
<tr>
<td>Other electives</td>
<td></td>
<td>8-16</td>
</tr>
</tbody>
</table>

Terminal Projects
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 503</td>
<td>Thesis</td>
<td>9</td>
</tr>
<tr>
<td>DAN 613</td>
<td>MFA Professional Paper</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits: 109

1 Every term during the first year.
2 Every term.
3 Complete by the end of second year winter term. These courses, approved by the major advisor, are selected from fields related to the student’s research. At least 4 credits must be earned outside the department before beginning the thesis.
4 Electives include, but are not limited to, courses in production, technique, performance, choreography, dance sciences, dance studies, pedagogy, and collaboration.
5 At least 8 credit must be in course work other than dance. 4 credits must be completed by the end of the second year. These may be either graduate or undergraduate credits.
Candidates must spend at least three years in residence to complete the degree.

**Completed Undergraduate Course Work Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>Dance composition</td>
<td>6</td>
</tr>
<tr>
<td>Music for dancers</td>
<td>3</td>
</tr>
<tr>
<td>Dance history</td>
<td>6</td>
</tr>
<tr>
<td>Dance pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>Dance kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Dance production</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

Upon consultation with the graduate director, students may use graduate-level work for the master’s degree to correct deficiencies.

**Satisfactory Progress toward a Master’s Degree in Dance**

1. Qualified students are admitted to the dance master’s degree program with conditional master’s classification. The classification is changed to unconditional master’s after a student has
   a. corrected undergraduate deficiencies
   b. completed 12 graduate dance credits with minimum grades of B– or P
   c. achieved a technical skill equivalent to that achieved in Modern Dance Laboratory (DAN 594). Studio classes taken to prepare for 500-level DAN courses must be passed with minimum letter grades of B–. Students must achieve unconditional master’s classification before they have completed 36 credits of graduate work.

2. Students must meet with a graduate advisor each term to draw up course advising contracts, which ensure that courses taken fulfill university and department requirements.

3. DAN graduate courses must be passed with minimum grades of P or B– or better. Courses must be retaken at the next scheduled offering if satisfactory grades are not received. The student may be dropped from the program if a minimum grade of P or B– is not earned on the second try.

4. Technique and core courses (except Workshop: [Topic] (DAN 508) and Workshop: [Topic] (DAN 608)) must be taken for letter grades. A minimum of 24 graduate credits must be taken for letter grades; the remaining credits may be taken pass/no pass (P/N). P is the equivalent of a B– letter grade or better.

5. Courses in dance should be completed the first term they are offered during graduate study. Requests for exceptions are considered by the graduate director and the student’s advisor.

6. Students must have a GPA of 3.00 or better in course work used to meet the requirements of a master’s degree.

7. With the exception of Thesis (DAN 503), no more than one incomplete (I) may be earned each term and no more than two each year. Students have one calendar year or less to finish an incomplete, depending on the nature of the course and the instructor’s requirements.

**MA and MS Requirements**

A minimum of 54 graduate credits must be completed for an MA or MS degree in dance; at least 30 of these credits must be earned in residence after admission to the graduate program. Candidates for the MA degree must demonstrate proficiency in one second language by submitting evidence of two years of college-level study within the previous seven years or by passing an examination at the university Testing Office, 238 University Health and Counseling Center Building.

Students must enroll in a technique course every term during their studies in residence and earn a minimum of 6 credits in 500-level DAN courses. These 6 credits must be taken for letter grades.

Students must take a minimum of 2 credits in Supervised College Teaching (DAN 602). The department recommends that these credits be earned in at least two teaching experiences, which provide opportunities to develop mentor relationships with faculty members.

A final oral thesis defense or terminal project presentation is administered by the student’s faculty committee following completion of the thesis or project.

**Master’s Degree with Thesis**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 611 Research Methods in Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAN 692 Dance Literature</td>
<td>3</td>
</tr>
<tr>
<td>DAN 693 Aesthetic Bases for Dance in Art and Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 602 Supervised College Teaching</td>
<td>2</td>
</tr>
<tr>
<td>DAN 607 Seminar: [Topic]</td>
<td>1-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN electives selected in consultation with advisor</td>
<td>23</td>
</tr>
<tr>
<td>Graduate courses outside department</td>
<td>8-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 503 Thesis</td>
<td>9</td>
</tr>
</tbody>
</table>

| **Total Credits** | **52-64** |

1. The department recommends that these credits be earned in at least two teaching experiences, which provide opportunities to develop mentor relationships with faculty members.

2. Early in their programs, students should enroll in graduate-level choreography courses.

3. Complete by the end of winter term of the second year. These undergraduate- or graduate-level courses, approved by the major advisor, are selected from fields related to the student’s research. At least 4 credits must be earned outside the department before beginning the thesis. The prospectus for the thesis must be approved by fall term of the second year.

The thesis proposal must be approved by a committee of at least three faculty members representing fields of study related to the student’s research. The chair of the committee must be from the Department of Dance. Graduate School requirements are to be followed in the preparation and defense of the thesis. Refer to “Thesis Guidelines,” available in the department office, and the Thesis and Dissertation Style and Policy Manual, available from the Graduate School’s website.

**Completed Undergraduate Course Work Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation</td>
<td></td>
</tr>
<tr>
<td>Dance composition</td>
<td></td>
</tr>
</tbody>
</table>
Courses are assessed by the graduate director upon entry. Students may use graduate-level work for the master’s degree to correct deficiencies.

Master’s Degree without Thesis

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 611</td>
<td>Research Methods in Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAN 692</td>
<td>Dance Literature</td>
<td>3</td>
</tr>
<tr>
<td>DAN 693</td>
<td>Aesthetic Bases for Dance in Art and Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 602</td>
<td>Supervised College Teaching</td>
<td>2</td>
</tr>
<tr>
<td>DAN 607</td>
<td>Seminar: [Topic]</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN electives selected in consultation with advisor</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Graduate or undergraduate courses related to dance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Project-related courses</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 48-60

The department recommends that these credits be earned in at least two teaching experiences, which provide opportunities to develop mentor relationships with faculty members.

Early in their programs, students should enroll in graduate-level choreography courses.

Complete by the end of winter term of the second year. These courses, approved by the major advisor, are selected from fields related to the student’s research.

Courses may be within or outside the department and must be approved by advisor.

A project is required in the area of concentration. A proposal must be approved by a project committee representing the area of concentration in dance.

Completed Undergraduate Course Work Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Dance composition</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Music for dancers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Dance history</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Dance pedagogy</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Dance kinesiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Dance production</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 27

Upon consultation with the graduate director, students may use graduate-level work for the master’s degree to correct deficiencies.

Courses

DANC 170. Modern I. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 171. Contact Improvisation. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 172. Ballet I. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 175. Jazz I. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 176. Tap I. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 184. Ballroom I. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 185. African Dance. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.

DANC 270. Modern II. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 271. Dance Improvisation. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 272. Ballet II. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 275. Jazz II. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 285. African II. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 372. Ballet III. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 375. Jazz III. 1 Credit.
Repeatable twice for maximum of 3 credits.

DANC 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.

Courses

DAN 198. Workshop: [Topic]. 1-2 Credits.
Repeatable. Recent topics include Performance, Production Experience, Repertory.

DAN 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

DAN 251. Looking at Dance. 4 Credits.
Overview of dance as a cultural and aesthetic experience. Examines its meaning and impact on contemporary United States society.

DAN 252. Fundamentals of Rhythm. 3 Credits.
Essential topics in rhythm and dance; how rhythm and dance relate in various cultures with an emphasis on concert modern dance choreography; introduction to the communication of personally created movement to other dancers.

DAN 255. Dance Production I. 3 Credits.
Introduction to production planning, management, lighting, design, costuming, and publicity for the dance concert. Practical experience in Dougherty Dance Theatre.
DAN 256. Dance Somatics. 3 Credits.
Exploration of patterning in movement. Various body therapies—Bartenieff Fundamentals, ideokinesis, and body-mind centering—provide a framework for experiential investigations.

DAN 260. Anatomy of Human Movement. 4 Credits.
An introduction to scientific reasoning focusing on methodology and current research in dance anatomy and kinesiology.

DAN 294. Modern Dance Laboratory. 3 Credits.
Rigorous training in modern dance as a performing art form emphasizing use of the body as an instrument, elements of movement, and performance skills. Repeatable for a maximum of 24 credits. Prereq: placement audition.

DAN 301. African Dance Aesthetics. 4 Credits.
Using the field of dance studies to examine African dance aesthetics in popular culture, daily media landscapes, and expressive cultures in Africa and the diaspora.

DAN 351. Dance Composition I. 3 Credits.
Introduction to creation of dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prereq: DAN 252; DANC 271, 370 or above.

DAN 352. Dance Composition II. 3 Credits.
Compositional forms in dance. Crafting of movements into studies. Prereq: DAN 351.

DAN 355. Dance Production II. 1-2 Credits.
Extended application of skills and procedures used in producing a concert. Practical backstage work; pre- and postconcert sessions. Repeatable eleven times for maximum of 24 credits. Prereq: DAN 255.

DAN 360. Dance Kinesiology. 4 Credits.
Applications of anatomical, muscular, and motor control information to dance training and injury prevention.

DAN 394. Modern Dance Laboratory. 3 Credits.
Dance technique in the modern idiom. Repeatable for maximum of 24 credits. Prereq: placement audition.

DAN 396. Ballet Laboratory. 2 Credits.
Dance technique in the ballet idiom. Repeatable for maximum of 24 credits. Prereq: placement audition.

DAN 401. Research: [Topic]. 1-4 Credits.
Repeatable.

DAN 403. Thesis. 1-12 Credits.
Repeatable.

DAN 404. Internship: [Topic]. 1-4 Credits.
Apprenticeship under the guidance of a supervising teacher in areas such as teaching, arts management, administration, and dance production. Repeatable twice when topic changes for maximum of 12 credits. Prereq: Junior standing.

DAN 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

DAN 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.

DAN 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Choreographic Analysis, Contemporary Issues. Repeatable when topic changes.

DAN 408. Workshop: [Topic]. 1-21 Credits.
Repeatable. Topics include rehearsal and performance for department-sponsored events. Prereq: Audition for performance experiences.

DAN 409. Practicum: [Topic]. 1-21 Credits.
Repeatable. Current topics are Choreography, Production Design, and Management.

DAN 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Current topics include Neuromuscular Bases of Dance, Topics in Technique, Composition III.

DAN 411. Senior Project. 3 Credits.

DAN 412. Student Dance Concert. 1-6 Credits.
Students apply ideas learned about concert choreography, production, and management. In a cooperative venture, students produce dance works in Dougherty Dance Theatre. Repeatable for maximum of 24 credits. Prereq: DAN 255, 352.

DAN 450. Choreographer-Composer Workshop. 3 Credits.
Choreographers and composers come together to explore, discuss, and develop skills for creating collaborative work in a supportive lab environment. Prereq: MUS 440 or MUS 640 for music students DAN 352 or DAN 606 for dance students.

DAN 452. Dance Composition III. 3 Credits.
Advanced skills in dance composition to engage critical creative processes for the development of substantial choreographies. Repeatable once for a maximum of 6 credits. Sequence with DAN 351, DAN 352. Prereq: DAN 352.

DAN 453. Ballet from the Courts to Balanchine. 3 Credits.
Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Offered alternate years. Prereq: DAN 251.

DAN 454. Evolution of Modern Dance. 3 Credits.
Influences of leading dance artists; directions in concert and theater forms in the 20th century; emphasis on dance in the United States. Offered alternate years. Prereq: DAN 251.

DAN 458. Music for Dancers. 3 Credits.
Surveys musical form, style, and expressive content as it relates to dance. Examines the interrelationship of elements of music and dance in significant works from around the world. Prereq: DAN 252.

DAN 480. Dance Repertory. 2 Credits.
Studio course for learning dances, excerpts, or works created or reconstructed by faculty. Informal performance at end of term. Repeatable four times for a maximum of 10 credits. Coreq: DANC 300 level or above in both ballet and modern.

DAN 481. Repertory Dance Company: Rehearsal. 1-12 Credits.
Creating and rehearsing new or existing material in preparation for the spring tour. Repeatable four times. Prereq: audition or application; coreq: DANC 300 level or above in ballet and modern.
DAN 482. Repertory Dance Company: Touring. 1-12 Credits.
Lecture-demonstrations and formal performances of repertory learned in winter rehearsals. Repeatable four times.
Prereq: DAN 481; coreq: DANC 300 level or above in either ballet or modern.

DAN 491. Teaching Dance. 3 Credits.
Application of teaching theories, course planning methods, teaching resources and techniques. Emphasis on teaching in university situation. Repeatable.
Prereq: DAN 252, 394; DANC 271; coreq: DAN 490.

DAN 494. Modern Dance Laboratory. 3 Credits.
Dance technique in the modern idiom. Repeatable for a maximum of 24 credits.
Prereq: placement audition.

DAN 496. Ballet Laboratory. 2 Credits.
Dance technique in the ballet idiom. Repeatable for a maximum of 24 credits.
Prereq: placement audition.

DAN 499. Thesis. 1-16 Credits.
Repeatable.

DAN 500. Seminar: [Topic]. 1-5 Credits.
Recent topics include Choreographic Analysis, Contemporary Issues. Repeatable when topic changes.

DAN 502. Workshop: [Topic]. 1-21 Credits.
Repeatable. Topics include rehearsal and performance for department-sponsored events.
Prereq: Audition for performance experiences.

DAN 503. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Current topics include Neuromuscular Bases of Dance, Topics in Technique, Composition III.

DAN 504. Student Dance Concert. 1-6 Credits.
Students apply ideas learned about concert choreography, production, and management. In a cooperative venture, students produce dance works in Dougherty Dance Theatre. Repeatable for maximum of 24 credits.
Prereq: DAN 255, 352 or equivalent.

DAN 505. Choreographer-Composer Workshop. 3 Credits.
Choreographers and composers come together to explore, discuss, and develop skills for creating collaborative work in a supportive lab environment.
Prereq: MUS 440 or MUS 640 for music students DAN 352 or DAN 606 for dance students.

DAN 506. Dance Composition III. 3 Credits.
Advanced skills in dance composition to engage critical creative processes for the development of substantial choreographies. Repeatable once for a maximum of 6 credits. Sequence with DAN 351, DAN 352.

DAN 508. Repertory Dance Company: Rehearsal. 1-12 Credits.
Creating and rehearsing new or existing material in preparation for the spring tour. Repeatable four times.
Prereq: audition or application; coreq: DANC 300 level or above in ballet and modern.

DAN 510. Repertory Dance Company: Touring. 1-12 Credits.
Lecture-demonstrations and formal performances of repertory learned in winter rehearsals. Repeatable four times.
Prereq: DAN 4/581; coreq: DANC 300 level or above in either ballet or modern.

DAN 511. Teaching Dance. 3 Credits.
Application of teaching theories, course planning methods, teaching resources and techniques. Emphasis on teaching in university situation. Prereq: DAN 252, 394; DANC 271; coreq: DAN 590.

DAN 512. Modern Dance Laboratory. 3 Credits.
Dance technique in the modern idiom. Repeatable for maximum of 24 credits.
Prereq: placement audition.

DAN 513. Ballet Laboratory. 2 Credits.
Dance technique in the ballet idiom. Repeatable for a maximum of 24 credits.
Prereq: placement audition.

DAN 514. Research: [Topic]. 1-16 Credits.
Repeatable.

DAN 515. Supervised College Teaching. 1-5 Credits.
Repeatable.

DAN 516. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

DAN 517. Special Problems: [Topic]. 1-16 Credits.
Repeatable. Topics include Formal Compositional Structure, Solo Composition, and student-initiated topics. Limited by faculty workload and availability.

DAN 518. Seminar: [Topic]. 1-5 Credits.
Repeatable.

DAN 519. Workshop: [Topic]. 1-16 Credits.
Repeatable. Topics include Performance, Production, Rehearsal.

DAN 520. Practicum: [Topic]. 1-16 Credits.
Repeatable.

DAN 521. Research Methods in Dance. 3 Credits.
Review and evaluation of written and creative research in dance and allied fields. Culminating project is a written proposal for original research in dance.

DAN 522. MFA Professional Paper. 1-16 Credits.
Repeatable.
DAN 690. Music in the Dance Studio. 1 Credit.
Explores issues in using music—live and recorded—in the dance technique studio. Open to graduate dance students only.
Prereq: DAN 591.

DAN 692. Dance Literature. 3 Credits.
Introduction to graduate studies in dance through critical reading of literature of theory and practice.
Prereq: admission to graduate program in dance.

DAN 693. Aesthetic Bases for Dance in Art and Education. 3 Credits.
Theories of dance as an art form; function of the dance in the changing social milieu; elements of dance criticism.

Music

C. Brad Foley, Dean
541-346-3761
541-346-0723 fax
121 MarAbel B. Frohnmayer Music Building
1225 University of Oregon
Eugene, Oregon 97403-1225

Facilities

The School of Music and Dance’s five-unit building complex includes the 540-seat Beall Concert Hall, acclaimed for its superb acoustics; separate band, choir, and orchestra rehearsal rooms with support facilities; practice rooms; a small recital hall; studio offices, classrooms, and seminar rooms.

In 2008, two new wings were added to the MarAbel B. Frohnmayer Music Building, containing state-of-the-art, acoustically isolated teaching studios, classrooms, and practice rooms. The Leona DeArmond Academic Wing provides studios for the Suzuki Strings Program, a music education teaching laboratory, twenty-eight teaching studios, classrooms, and practice rooms. The Thelma Schnitzer Performance Wing contains a symphony-size rehearsal hall, dedicated rehearsal spaces for jazz and percussion studies, a recording studio, and additional practice rooms. Significant renovations were also made to the existing facilities.

Collier House—the second-oldest building on the UO campus—has been added to the list of the school’s facilities. Built in 1885–86 by the Collier family, it is a rare example of a late Victorian house in bracketed style, with an Italianate-style interior popular in the Northwest in the late 1800s. Both the house and grounds are listed on the Inventory of Historic Sites and Structures. It has been a residence for a university president and a chancellor, a faculty club, a restaurant, and a meeting house–pub. In August 2004, music history faculty offices and the Early Music Program were moved to Collier House. A variety of courses, seminars, meetings, recitals, and programs are held there.

Music Services, located on the third floor of Knight Library, contains more than 41,000 recordings and 1,000 serials, including composers’ complete works, music reference resources, current and bound periodicals, interactive music CD-ROM programs, and a collection of more than 27,000 books and 51,000 scores. The Audio and Video Room (the Douglass Room) holds recordings (LPs, cassettes, and compact disks). Facilities include listening carrels with remote-control capability, individual listening rooms, and two group-listening rooms. The score and record collections’ strengths include music by Oregon composers, women composers, and contemporary publications provided by approval plans for recently published North American and European scores. The book collection includes a large German-language collection as well as standard music resources and most university press publications.
Reference service to the collection is provided by Music Services. The complete music and recording collections are included in the UO Libraries online catalog (http://libweb.uoregon.edu).

The School of Music and Dance houses two pipe organs, including a nationally recognized organ by Jürgen Ahrend of East Friesland, Germany—a concert instrument unique in America—and a two-manual tracker organ by David Petty and Associates. Two of the five harpsichords available for student use are French doubles by William Dowd. The others are German double by Keith Hill, an Italian by Owen Daly, and a Zuckerman single harpsichord. Other keyboard instruments include four Steinway and one Baldwin concert grand pianos, two clavichords, pianos in each classroom and practice room, and a modern group piano laboratory featuring Roland digital keyboards.

Future Music Oregon features a suite of outstanding studios for electroacoustic and new media composition that provide powerful, high-quality environments in which students learn and create. Studios are equipped with current software, digital mixers, and game controllers, with sensor-based interfaces for technological and artistic exploration.

The school owns an extensive collection of orchestral and band instruments and a distinctive collection of ethnic instruments and reproductions of early musical instruments.

The Pacific Rim Gamelan performs on the beautiful instruments of Gamelan Suranadi Sari Indra Putra, donated to the school in 1986 by John and Claudia Lynn of Eugene. The ensemble is a multicultural composing and performing orchestra, and works composed by its members use instruments from around the world as well as gamelan instruments.

Kyai Tunjung Mulya (“Noble Lotus Blossom”) is a complete central Javanese court gamelan orchestra, consisting of more than eighty iron, brass, bronze, teak, and bamboo instruments. Classes and workshops in Javanese gamelan music are taught periodically by visiting musicians from Indonesia.

The Kamerer Computer Laboratory offers students the opportunity to become familiar with a variety of mainstream software for music notation as well as instructional software in music theory and aural skills. Other resources in the lab include MIDI (musical instrument digital interface), sound-generating and sequencing software programs; access to the Internet; e-mail; Microsoft Office applications; and Adobe graphic editing programs for academic use, exploration, and development of computer skills. The lab is equipped for digital audio editing. Our current software listing is Max/MSP, Microsoft Office, Apple Logic Studio, Apple Final Cut, Finale, and Sibelius.

Concerts and Recitals

More than 250 concerts and recitals are presented on campus throughout the year by visiting artists, members of the School of Music and Dance faculty (Faculty Artist Series), and more than 40 student ensembles. Other regularly scheduled concerts include performances by internationally famous artists sponsored by the Chamber Music at Beall series and the World Music Series.

Hosted events include the Northwest Percussion Festival, Northwest Horn Society regional symposium, International Tuba Euphonium Association Northwest regional conference, American Liszt Society Festival, Northwest Suzuki Institute summer camp, Community Music Institute recitals, Carl Orff workshops, three high school summer music
The annual Vanguard Concert Series features 20th-century music in concerts and workshops. Nationally prominent artists give a public concert and hold workshops in which they read, rehearse, and record music composed for them by members of the Composers Forum.

The biennial Music Today Festival, founded and directed by Robert Kyr, is a series of concerts and cultural events that celebrates 20th- and 21st-century music from around the world. The festival features regional performers and ensembles as well as internationally renowned artists.

Jazz concerts and workshops by prominent artists offer opportunities for university students to perform. The Jazz Studies Program hosts the Oregon Jazz Celebration, an annual weekend festival that includes workshops for middle school, high school, and college jazz ensembles.

Since 1969, the School of Music and Dance has hosted the annual Oregon Bach Festival during a two-week period in late June and early July. The festival, founded by Helmuth Rilling and Royce Saltzman and now under artistic director and conductor Matthew Halls, combines an educational program in choral music for academic credit with the offering of some fifty public concerts and events. While the focus is Bach, major choral and instrumental works by other composers are programmed regularly. Distinguished soloists from around the world are featured with the festival chorus and orchestra. Every other year the School of Music and Dance offers a Composers Symposium in conjunction with the Oregon Bach Festival.

THEME (Theory, History, Ethnomusicology, Music Education)—a group of faculty members and graduate students interested in music research—meets three or four times a term on Friday afternoons to share the results of ongoing or recently completed research, discuss the profession of teaching and research, and hear guest speakers. Some recent guests are Anne Azéma, Michael Broyles, Thomas Christensen, Robert Duke, Allen Forte, Robert Gjerdingen, Douglas Hofstadter, Andrew Homzy, Vijay Iyer, Mark Johnson, Harald Krebs, Barbara Lundquist, Henry Martin, Margarita Mazo, Susan McClary, Bruno Nettl, Alejandro Planchart, Christopher Smith, Joseph Straus, Steven Strunk, Michael Tenzer, Alan Walker, and Keith Waters.

Student Organizations

The professional music fraternity, Mu Phi Epsilon, and the Kappa Kappa Psi band fraternity maintain chapters at the University of Oregon. There is also an active collegiate chapter of the National Association for Music Education.

Ensembles

- University Symphony Orchestra
- Chamber Choir
- Oregon Wind Ensemble
- Oregon Jazz Ensemble
- Oregon Symphonic Band
- University Singers
- Women’s Choir
- Opera Ensemble
- Repertoire Singers
- Campus Band
- Campus Orchestra
- Oregon Marching Band
- Green Garter Band
- Yellow Garter Band
- Oregon Basketball Band
- Oregon Percussion Ensemble
- Trombone Choir
- Tuba-Euphonium Ensemble
- Jazz Guitar Ensemble
- Brass Ensemble
- Jazz Laboratory Bands
- Small jazz ensembles
- Latin Jazz Ensemble
- Andean Music Ensemble
- Hip Hop Ensemble
- University Gospel Ensemble
- University Gospel Choir
- Gospel Singers
- Pacific Rim Balinese Gamelan
- Javanese Gamelan
- many other small chamber ensembles offer membership and performance opportunities to qualified students

The Collegium Musicum, a vocal-instrumental group, provides opportunities for the study of 16th- through 18th-century music, using the school’s collection of reproductions of Baroque and 18th-century instruments. The repertory and activities of these ensembles complement school courses in history, criticism, and performance-practice studies.

Financial Assistance

For complete information about financial aid, including loans, see the Student Financial Aid and Scholarships section of this catalog.

Scholarships

The University of Oregon School of Music and Dance gratefully acknowledges the generous contributions of individuals, foundations, businesses, and organizations that have established named endowed and annual scholarships for the benefit of music and dance students. More than $500,000 is awarded annually in music scholarships. Although a large portion of these are allocated for undergraduate (http://music.uoregon.edu/apply/undergraduate-music/financial-aid) study, limited scholarship funding is also available for graduate students (http://music.uoregon.edu/apply/graduate-music/financial-aid). Information on music scholarships is available from the music admissions office of the School of Music and Dance, on the school’s website, or by telephone, 541-346-1164 or -5664.

Admitted undergraduate and graduate music majors are eligible for scholarships, which may be granted for up to four years. Most music awards are given on the basis of musical achievement and academic accomplishment. Some are given on the basis of financial need. To determine scholarship recipients, the music and dance faculty relies on the applicant’s academic record, application file, and an audition. Applicants are strongly encouraged to audition in person; however, recorded auditions are also considered.
Graduate Teaching Fellowships

A limited number of Graduate Teaching Fellowships are available to admitted graduate music and dance majors. In addition to the fellowship stipend, tuition and health insurance coverage is paid by the university. For more information, applicants should contact the assistant dean of admissions and financial aid (http://music.uoregon.edu/apply/graduate-music/financial-aid) at 541-346-6191 or the Department of Dance at 541-346-3386.

Fees

<table>
<thead>
<tr>
<th>Other Fees (per term)</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private performance studies (studio instruction), per credit, per term</td>
<td>90</td>
</tr>
<tr>
<td>Maintenance fee per term for harpsichord, organ, classical percussion</td>
<td>30</td>
</tr>
<tr>
<td>Ensemble fee</td>
<td>30</td>
</tr>
<tr>
<td>Rental of university instruments is based on use and value-maximum fee</td>
<td>20-60</td>
</tr>
<tr>
<td>Short-term instrument rental (per week)</td>
<td>10</td>
</tr>
<tr>
<td>Summer instrument rental</td>
<td>60</td>
</tr>
<tr>
<td>Percussion studies instrument fee</td>
<td>30</td>
</tr>
<tr>
<td>MIDI music lab course fee</td>
<td>85</td>
</tr>
<tr>
<td>Audio recording lab course fee</td>
<td>85</td>
</tr>
<tr>
<td>Use of electronic studio course fee</td>
<td>85</td>
</tr>
<tr>
<td>Use of organs and harpsichords</td>
<td>30</td>
</tr>
<tr>
<td>Music education course fee</td>
<td>30</td>
</tr>
<tr>
<td>Keyboard skills course fee</td>
<td>10</td>
</tr>
<tr>
<td>Oregon Marching Band uniforms and equipment fee</td>
<td>45-60</td>
</tr>
<tr>
<td>Accompanist fee</td>
<td>set by accompanist</td>
</tr>
</tbody>
</table>

Performance Studies

Courses in performance studies are listed with the MUP subject code. Fees are required. MUP courses fall into two general categories:

- Basic and Intermediate Performance Studies: MUP 100–163.

Enrollment in any performance studies sequence must be preceded by an audition. Auditions are conducted to establish details (e.g., level, credits) for registration.

Students must register for at least 2 credits of performance study. The number of lessons per term is determined in consultation with the instructor. Typically, the number of lessons per term is one less than the number of weeks of instruction in the term.

Enrollment in performance studies is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing music majors. Students who are not assigned to a faculty member may study with a graduate teaching fellow for credit at extra cost.

Juries must precede advancement from one level to the next.

Performance studies courses carry 2 or 4 credits per term. Students giving recitals must be enrolled in performance studies. During the term of the recital, students may also enroll in Reading and Conference: [Topic] (MUS 405) or Reading and Conference: [Topic] (MUS 605). The number of credits—up to 4 for Reading and Conference: [Topic] (MUS 405) or Reading and Conference: [Topic] (MUS 605)—is determined by the instructor. Prerecital hearings 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 formally acknowledged as a fulfilled degree requirement.

For details concerning levels, repertoire, and any other questions, please contact the individual studio faculty members.

Piano studies students at the Performance Studies: Piano (MUP 171) level or above have an accompanying requirement, described under Ensemble Requirement in the Undergraduate section.

General Procedures and Policies

Students are responsible for knowing about degree requirements and university and School of Music and Dance policies and procedures. This information is found in several sections of this catalog, including the Registration and Academic Policies (p. 17) and Graduate School (p. 890) sections.

Faculty


Michael Grose, professor (tuba, music appreciation); associate dean, undergraduate studies; summer session coordinator. BM, 1984, MM, 1985, Northwestern. (2001)


Stephen W. Owen, Philip H. Knight Professor (jazz studies); director, jazz studies. BMusEd, 1980, North Texas State; MMus, 1985, Northern Colorado. (1988)


Robert D. Ponto, associate professor; assistant dean, admissions recruiting. BME, 1979, Wisconsin, Eau Claire; MM, 1985, Michigan, Ann Arbor. (1992)


Jeffrey Stolet, professor (music technology, intermedia collaboration); director, Future Music Oregon, CPU Concert Series. BMus, 1977, MMus, 1979, New Mexico; PhD, 1984, Texas, Austin. (1988)


**Emeriti**

Wayne Bennett, professor emeritus. BME, 1968, Oklahoma State; MM, 1969, PhD, 1974, North Texas. (1978)


Victor Steinhardt, professor emeritus. BMus, 1964, Mount St. Mary’s; MA, 1967, California, Los Angeles. (1968)


Mary Lou Van Rysselberghe, senior instructor emerita. BMus, 1956, MMus, 1976, Oregon. (1977)


*The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.*

**Participating**

Ann B. Shaffer, library
Undergraduate Studies

Nonmajors

The School of Music and Dance offers nonmajors a variety of music courses and performance ensembles. For details, see course listings. The following courses, which are open to students who have not had musical instruction, satisfy some of the university's general-education requirements. See Group Requirements and Multicultural Requirement in the Bachelor's Degree Requirements section of this catalog.

MUS 125 Understanding Music 4
MUS 141 Popular Piano and Musicianship I 4
MUS 142 Popular Piano and Musicianship II 4
MUS 143 Popular Piano and Musicianship III 4
MUS 151 Popular Songwriting 4
MUS 227 Elements of Electronic Music 4
MUS 250 Popular Musics in Global Context 4
MUS 264 Rock History, 1950–70 4
MUS 265 Rock History, 1965 to Present 4
MUS 267–269 Survey of Music History 12
MUS 270 History of the Blues 4
MUS 281 Music of the Woodstock Generation 4
MUS 345M Music, Politics, and Race 4
MUS 346 Music, Money, and the Law 4
MUS 347 Music, Gender, Sexuality 4
MUS 349 American Ethnic and Protest Music 3
MUS 351 The Music of Bach and Handel 4
MUS 353 Survey of Opera 4
MUS 356 Innovative Jazz Musicians: [Topic] 4
MUS 358 Music in World Cultures 4
MUS 359 Music of the Americas 4
MUS 360 Hip-Hop Music: History, Culture, Aesthetics 4
MUS 363 The Beatles and Their Times 4
MUS 365 Regional Ethnomusicology: [Topic] 4
MUS 367 Survey of African Music 4
MUS 382 American Musical Theater 4
MUS 451 Introduction to Ethnomusicology 4
MUS 452 Musical Instruments of the World 4
MUS 458 Celtic Music 4
MUS 460 Music and Gender 4
MUS 462 Popular Musics in the African Diaspora 4

Ensembles

Course numbers through 499 are undergraduate-level courses; 500-, 600-, and 700-level courses are graduate-level courses.

MUS 390/690 Jazz Laboratory Band III 1
MUS 391/691 Jazz Laboratory Band II 1
MUS 392/692 Oregon Jazz Ensemble 1-2
MUS 391/691 Collegium Musicum 1-3

Music Minor Programs

The School of Music and Dance offers minors in music studies and music technology. Students wishing to pursue a music minor may submit an application (http://music.uoregon.edu/undergraduate-music-minor-application) to the School of Music and Dance at any time during their undergraduate studies. No audition is required.

Minor in Music

The minor in music requires a minimum of 26 credits, 15 of which must be upper division. A minimum of 15 credits must be taken in residence. Courses must be taken for a grade if the graded option is offered. Courses applied to the minor must be graded C- or better or P* (pass/no pass only), and no more than 6 credits may overlap with course work applied to any other music degree program. No specific courses or categories are required. Credits for the minor may be earned by taking any of the following preapproved courses. For additional information, please visit the website (http://music.uoregon.edu/current-students/undergraduate-music-students) or contact the music undergraduate office (ugradmus@uoregon.edu).

List of Courses by Subject

Electronic or Computer Music Applications

MUS 227 Elements of Electronic Music 4
MUS 446 Computer Music Applications: [Topic] 3
MUS 447 Digital Audio and Sound Design 4
MUS 448 Interactive Media Performance 3
MUS 450 SensorMusik 3
MUS 470 History of Electroacoustic Music 3
MUS 471 Musical Performance Networks 3
MUS 476–482 Digital Audio Workstation Tech I–III 9
MUS 480–482 Audio Recording Techniques I–III 9

Jazz and Popular Music

MUS 350 History of Jazz, 1900–1950 4
MUS 351 History of Jazz, 1940 to Present 4
MUS 358 Popular Musics in Global Context 4
MUS 363 Rock History, 1950–70 4
MUS 365 Rock History, 1965 to Present 4
MUS 367 History of the Blues 4
MUS 382 Music of the Woodstock Generation 4
MUS 384 Electronic or Computer Music Applications 9
MUS 390/690 Jazz Laboratory Band III 1
MUS 391/691 Jazz Laboratory Band II 1
MUS 392/692 Oregon Jazz Ensemble 1-2
MUS 391/691 Collegium Musicum 1-3

MUS 393 Oregon Electronic Device Orchestra 2
MUS 394/694 Chamber Ensemble: [Topic] 1
MUS 396/696 Orchestra: [Topic] 2
MUS 397/697 Chorus: [Topic] 2
MUS 398/698 Opera Workshop 2
MUS 490/590 Balinese Gamelan 2
### Minor in Music Technology

The minor in music technology requires a minimum of 24 credits, 12 of which must be upper-division. A minimum of 14 credits must be taken in residence. Courses must be taken for a grade if the graded option is offered. Courses applied to the minor must be graded C—or better or P* (pass/no pass only), and no more than 6 credits may overlap with course work applied to any other music degree program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 227</td>
<td>Elements of Electronic Music</td>
<td>4</td>
</tr>
<tr>
<td>MUS 447</td>
<td>Digital Audio and Sound Design</td>
<td>4</td>
</tr>
<tr>
<td>MUS 448</td>
<td>Interactive Media Performance</td>
<td>3</td>
</tr>
<tr>
<td>MUS 476</td>
<td>Digital Audio Workstation Tech I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 227</td>
<td>Elements of Electronic Music</td>
<td>4</td>
</tr>
<tr>
<td>MUS 447</td>
<td>Digital Audio and Sound Design</td>
<td>4</td>
</tr>
<tr>
<td>MUS 448</td>
<td>Interactive Media Performance</td>
<td>3</td>
</tr>
<tr>
<td>MUS 476</td>
<td>Digital Audio Workstation Tech I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Elective Courses

Select a minimum of 10 elective credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 265</td>
<td>Rock History, 1965 to Present</td>
<td>4</td>
</tr>
<tr>
<td>MUS 360</td>
<td>Hip-Hop Music: History, Culture, Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>MUS 380</td>
<td>Film: Drama, Photography, Music</td>
<td>4</td>
</tr>
<tr>
<td>MUS 393</td>
<td>Oregon Electronic Device Orchestra</td>
<td>2</td>
</tr>
<tr>
<td>MUS 450</td>
<td>SensorMusik</td>
<td>3</td>
</tr>
<tr>
<td>MUS 470</td>
<td>History of Electroacoustic Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 471</td>
<td>Musical Performance Networks</td>
<td>3</td>
</tr>
<tr>
<td>MUS 477</td>
<td>Digital Audio Workstation Tech II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 480</td>
<td>Audio Recording Techniques I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 481</td>
<td>Audio Recording Techniques II</td>
<td>3</td>
</tr>
</tbody>
</table>

Other music courses may be approved by petition to the undergraduate committee.

### Minor in Audio Production

The minor in audio production requires a minimum of 24 credits, 12 of which must be upper-division. A minimum of 14 credits must be taken in residence. Courses applied to the minor must be graded C or better or P (pass) and no more than two courses may overlap with course work applied to any other music degree program. Courses should be chosen from the subject list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 151</td>
<td>Popular Songwriting</td>
<td>4</td>
</tr>
<tr>
<td>MUS 476</td>
<td>Digital Audio Workstation Tech I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 480–481</td>
<td>Audio Recording Techniques I, II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 151</td>
<td>Popular Songwriting</td>
<td>4</td>
</tr>
<tr>
<td>MUS 476</td>
<td>Digital Audio Workstation Tech I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 480–481</td>
<td>Audio Recording Techniques I, II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Elective Courses

Select a minimum of 10 elective credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 360</td>
<td>Hip-Hop Music: History, Culture, Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>MUS 363</td>
<td>The Beatles and Their Times</td>
<td>4</td>
</tr>
<tr>
<td>MUS 380</td>
<td>Film: Drama, Photography, Music</td>
<td>4</td>
</tr>
<tr>
<td>MUS 447</td>
<td>Digital Audio and Sound Design</td>
<td>3</td>
</tr>
<tr>
<td>MUS 470</td>
<td>History of Electroacoustic Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 477</td>
<td>Digital Audio Workstation Tech II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>Physics of Sound and Music</td>
<td>4</td>
</tr>
</tbody>
</table>

### Music Major Programs

#### Traditional Music Majors

- Bachelor of Arts in Music (Music History and Literature Concentration)
• Bachelor of Arts in Music (Music Theory Concentration)
• Bachelor of Science in Music (Music Technology Concentration)
• Bachelor of Music in Music: Jazz Studies
• Bachelor of Music in Music Composition
• Bachelor of Music in Music Education (p. 832)
• Bachelor of Music in Music Performance (p. 834)

Non-Traditional Music Majors
• Bachelor of Arts in Music (General Music Concentration)
• Bachelor of Arts in Music (Popular Music Studies Concentration)
• Bachelor of Science in Music (General Music Concentration) (p. 832)
• Bachelor of Science in Music (Popular Music Studies Concentration)

A detailed checklist of requirements for each undergraduate degree is available online.

Students who want strong preparation in music should work toward the bachelor of music (BMus) degree or other traditional music major. The bachelor of arts (BA) in music is primarily for students who want a broad liberal arts education while majoring in music. The bachelor of science (BS) in music is appropriate for those who want a broad education in the sciences or social sciences while majoring in music.

Admission
Students who are eligible for admission to the university may apply to the School of Music and Dance as music majors. For information about admission to the University of Oregon, refer to the Admissions (p. 10) section of this catalog.

Application Procedure
1. Complete the University of Oregon application for admission
2. Review the school's undergraduate music major admission requirements (http://music.uoregon.edu/apply/undergraduate-music)
3. Complete the school's online application (http://music.uoregon.edu/apply/undergraduate-music)

| Early action—submit UO and School of Music and Dance applications | November 1 |
| Early action—undergraduate auditions; recorded auditions and music technology portfolios due by noon | Mid-November* |
| School of Music and Dance standard application deadline | January 15 |
| Undergraduate audition days; recorded auditions and music technology portfolios due | Late January through February |
| School of Music and Dance mails admission and scholarship offers | April 1 |

For audition dates and submission deadlines for recordings and portfolios, visit the undergraduate music admissions website.

Auditions
In many degree programs, the audition is the most important factor in determining admission to the School of Music and Dance. As part of the admission process, applicants to most music degree programs must either audition (in person or via recording) or submit a portfolio (the option for applicants to the music technology program). Students who submit recorded auditions may be required to audition in person upon arrival on campus. Auditions for admission are held in November, January, and February. Each student who auditions for admission is automatically considered for a music scholarship. For more detailed information about repertory and procedure, visit the School of Music and Dance admissions website (http://music.uoregon.edu/apply/undergraduate-music). (http://music.uoregon.edu/apply)

An audition is not required for admission to the BA or BS general music or popular music studies concentrations.

Jazz Studies
Students who want to enter the jazz studies major have two auditions: one is specific to jazz; the second is a classical audition that serves an important advisory role. In addition, a placement examination specific to jazz studies is required of transfer students wishing to enter the program.

Music Technology
Students who want to enter the music technology program must submit a portfolio. A classical audition is not required for admittance to the bachelor or science music technology degree program. However, students admitted only on the basis of a portfolio are only considered for the music technology program and are not eligible to pursue other degree programs within the school.

English Language Proficiency
Scores for the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required for students whose first language is not English. For admittance as an undergraduate music major, English language proficiency requirements must be met by one of the following: a minimum total TOEFL score of 575 on the paper-based test or a minimum total score of 88 on the Internet-based test; a minimum total score of 7.0 on the International English Language Testing System (IELTS); or completion of all required Academic English for International Students (AEIS) course work.

Placement Examinations
Incoming music majors take an online musicianship diagnostic, which is designed to assess basic skills in theory and ear training. In addition, all transfer students are required to take a music core placement examination, which determines level placement in music theory, aural skills, and keyboard skills courses. Incoming freshman students may choose to take the music core placement exam (for the purpose of testing out of part of the music core). Study guides for the placement are available from the music undergraduate office.

Admission to a Specific Degree Program
Initial admission to the school is as a general music major. The only exception is for majors in music: jazz studies or in music with the music technology concentration, who, upon acceptance, are directly admitted to their respective major programs.

Official admission to one of the degree programs listed in the table below typically occurs after the student successfully completes two years of core studies. Students seeking a bachelor of arts in the music history and literature option may apply at the end of their first year, after completion of College Composition I (WR 121) and Music in World Cultures (MUS 358). Procedures and requirements for admission
to specific degree programs in the School of Music and Dance vary significantly. Additional information is available from the undergraduate office.

### Music Degree Program Admission Procedures and Requirements

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Admission Procedures and Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts in Music (General Music Concentration)</td>
<td>Passing grade of C- or better in MUS 131, MUS 132; and passing grade of C- or better in one course in the history and culture category.</td>
</tr>
<tr>
<td>Bachelor of Arts in Music (Music History and Literature Concentration)</td>
<td>Submit research paper and unofficial transcript to the musicology faculty; complete an interview with a member of that faculty. Before admittance to the program, WR 121 must be completed and MUS 358 must be taken in residence and passed with a grade of B- or better.</td>
</tr>
<tr>
<td>Bachelor of Arts in Music (Music Theory Concentration)</td>
<td>Submit research paper and unofficial transcript to the theory faculty; complete an interview with a member of that faculty. Before admittance to the program, the second-year music theory core (theory, aural skills, keyboard skills) must be taken in residence and passed with grades of B- or better.</td>
</tr>
<tr>
<td>Bachelor of Science in Music (Music Technology Concentration)</td>
<td>Three audio recordings of recent compositions (audio or visual formats)—candidates who have completed MUS 447, MUS 448 may submit two compositions; one- to two-page description of experience with electronic and computer musical instruments, audio recording or related software, and reasons for enrolling in this option; list of software and hardware in which the student has experience and the level of expertise with each.</td>
</tr>
<tr>
<td>Bachelor of Music in Music Education</td>
<td>In addition to two-year musicianship and History and Culture core, successful completion of Foundations of Music Education (MUE 326) with grade of B– or better. Application to degree program, audition, and interview. Students who have not made satisfactory progress may apply one time only.</td>
</tr>
<tr>
<td>Bachelor of Music in Music: Performance (Brass)</td>
<td>Successful jury to the MUP 386, MUP 387, MUP 388, MUP 389, or MUP 390 level.</td>
</tr>
<tr>
<td>Bachelor of Music in Music: Performance (Guitar)</td>
<td>Successful jury to the MUP 380 level.</td>
</tr>
<tr>
<td>Bachelor of Music in Music: Performance (Keyboard)</td>
<td>Successful jury to the MUP 371, MUP 372, or MUP 373 level.</td>
</tr>
<tr>
<td>Bachelor of Music in Music: Performance (Percussion)</td>
<td>Successful jury to the MUP 391 level.</td>
</tr>
<tr>
<td>Bachelor of Music in Music: Performance (Strings)</td>
<td>Successful jury to the MUP 375, MUP 376, MUP 377, MUP 378, or MUP 379 level.</td>
</tr>
<tr>
<td>Bachelor of Music in Music: Performance (Voice)</td>
<td>Successful jury to the MUP 374 level.</td>
</tr>
<tr>
<td>Bachelor of Music in Music: Performance (Woodwinds)</td>
<td>Successful jury to the MUP 381, MUP 382, MUP 383, MUP 384, or MUP 385 level.</td>
</tr>
</tbody>
</table>

### Program Requirements

#### Accompanying Requirement for Piano Students

Undergraduates studying piano at the Performance Studies: Piano (MUP 171) level or higher as their primary performance medium must fulfill at least half their ensemble requirement by enrolling in Chamber Ensemble: [Topic] (MUS 394) (Accompanying).

#### Ensemble Requirements for Music Majors

Music majors require ensemble enrollment concurrent with performance studies. Performance studies and ensemble requirements vary by program. A detailed checklist of requirements for each undergraduate degree is available online (http://music.uoregon.edu/current-students/undergraduate-music-students/undergraduate-checklists). Students must audition for ensemble placement before each fall term.

#### Instrumental Majors

Ensembles that satisfy this requirement are

- University Symphony Orchestra
- Oregon Wind Ensemble
- Oregon Symphonic Band

#### Voice Majors

Ensembles that satisfy this requirement are

- University Singers
- Chamber Choir
- Repertoire Singers
• Women's Choir

Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles.

Ensemble Credits for Transfer Students

A limited number of ensemble credits may be transferred:

- **BA in Music (General Music Concentration)**—three of the required six terms may be transferred (see checklist for transfer credit limitations)
- **BA in Music (Music History and Literature Concentration)**—all three of the required terms must be completed in residence
- **BA in Music (Music Theory Concentration)**—all three of the required terms must be completed in residence
- **BA in Music (Popular Music Studies Concentration)**—two of the required four terms may be transferred (see checklist for transfer credit limitations)
- **BS in Music (General Music Concentration)**—three of the required six terms may be transferred (see checklist for transfer credit limitations)
- **BS in Music (Music Technology Concentration)**—all three of the required terms must be completed in residence
- **BS in Music (Popular Music Studies Concentration)**—two of the required four terms may be transferred (see checklist for transfer credit limitations)
- **BMus in Music Composition**—three of the required nine terms may be transferred
- **BMus in Music: Jazz Studies**—three of the required nine terms of small jazz ensemble may be transferred; all three of the required terms of classical ensemble may be transferred
- **BMus in Music Performance**—six of the required twelve terms may be transferred
- **BMME in Music Education**—three of the required nine terms may be transferred

Only one approved ensemble per term may be transferred. For the purposes of transfer, two semesters shall equal three terms of credit and one semester shall equal one term of credit.

Exceptions to Ensemble Requirements

Students who meet one of the following exceptions are not required to audition for ensemble placement:

- Harp, classical guitar, harpsichord, and organ students may enroll in MUS 394 Chamber Ensemble: [Topic] (Chamber Ensemble) instead of the large conducted ensembles
- Jazz studies majors must enroll in three terms of classical ensembles, which may include MUS 394 Chamber Ensemble: [Topic], Band: [Topic] (MUS 395), Orchestra: [Topic] (MUS 396), or Chorus: [Topic] (MUS 397)
- With instructor approval, piano students enrolled in performance studies at the Performance Studies: Piano (MUP 171) level or higher may enroll in MUS 394 Chamber Ensemble: [Topic] (Accompanying) or MUS 421 The Collaborative Pianist, MUS 422 The Collaborative
- Composition students may enroll in three terms of gamelan in partial fulfillment of the requirement
- Studio guitar students may enroll in a chamber, studio guitar, or jazz ensemble instead of a large conducted ensemble
- Students pursuing the popular music studies concentration have nontraditional ensemble options and requirements. For details, see checklist

Other exceptions to ensemble requirements may be considered by the ensemble petition committee after the student completes the following:

- auditions for the appropriate ensemble auditioning committee (choral or instrumental)
- submits a petition to the music undergraduate office

General Requirements

In addition to the general university requirements for bachelor's degrees (see the Registration and Academic Policies (p. 17) section of this catalog), all undergraduate degrees in music require the following:

Core Courses for Traditional Music Major Degree Programs

<table>
<thead>
<tr>
<th>Musicianship</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 131–133</td>
<td>Music Theory I-III</td>
<td>6</td>
</tr>
<tr>
<td>MUS 134–136</td>
<td>Aural Skills I-III</td>
<td>6</td>
</tr>
<tr>
<td>MUS 137–139</td>
<td>Keyboard Skills I-III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 231–233</td>
<td>Music Theory IV-VI</td>
<td>6</td>
</tr>
<tr>
<td>MUS 234–236</td>
<td>Aural Skills IV-VI</td>
<td>6</td>
</tr>
<tr>
<td>MUS 237–239</td>
<td>Keyboard Skills IV-VI</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History and Culture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 267–269</td>
<td>Survey of Music History</td>
</tr>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures</td>
</tr>
</tbody>
</table>

Total Credits

46

1 For some majors, one to three terms of Analysis: [Topic] (MUS 327) may be required beyond the two-year musicianship core. For details, see checklist (https://music.uoregon.edu/current-students/undergraduate-music-students).

2 Not required for BMus in music: jazz studies or BS in music (music technology concentration). For details, see checklist (https://music.uoregon.edu/current-students/undergraduate-music-students).

Satisfactory Progress toward the Degree

Satisfactory progress toward the degree is monitored every term by the director of undergraduate studies.

Courses must be taken for a grade if the graded option is offered. Majors must earn a C- or better in every course—including courses taken outside the School of Music and Dance—required for their degree program.

Students are allowed two attempts to earn a grade of C- or better in any course required for a music major. A student who receives a grade of D+ or lower or a mark of W (withdrawal) or I (incomplete) for a required course is placed on probation. Probationary status must be removed by the end of the next term in which the course is offered. Any student who fails to fulfill this probation contract is dropped from the major.
Candidates for the BMus, BMME, BA in music (history and literature concentration), BA in music (theory concentration), or BS in music (music technology concentration) who have been in residence for two years but have not successfully completed the two-year musicianship core are placed on probation as music majors. If these courses have not been completed by the end of the third year, the student is suspended from the major. Reinstatement to the major occurs automatically once the courses have been successfully completed.

Candidates for a BMus in music: music performance or a BMME in music education must advance to the next performance level at least once every five terms.

Undergraduate music majors reenrolling after two or more consecutive terms of nonenrollment in the music major curriculum (excluding summer session) are required to petition for readmission to the music major. Depending on the results of this petition, a student may be required to reapply for music major admission through standard music admission processes or reaudition for level placement in performance studies as a music major. Placement exams in theory, aural skills, and keyboard skills may also be required. In addition, undergraduate majors admitted to a specific degree program prior to being unenrolled for two or more consecutive terms may also be required to reapply for admittance to that specific degree program by their major department or area. Students studying abroad or in an approved exchange program are exempt from the readmission petition requirement.

### Typical First-Year Program for Traditional Music Major Degree Programs

#### First Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>MUS 131</th>
<th>MUS 134</th>
<th>MUS 137</th>
<th>MUS 358</th>
<th>MUS 395, 396, or Band: [Topic]</th>
<th>MUS 397, 396, or Band: [Topic]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td>Music Theory I</td>
<td>Aural Skills I</td>
<td>Keyboard Skills I</td>
<td>Music in World Cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>2/397</td>
<td>2/397</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MUS 132</td>
<td>MUS 135</td>
<td>MUS 138</td>
<td>MUS 395, 396, or Band: [Topic]</td>
<td>MUS 397, 396, or Band: [Topic]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Theory II</td>
<td>Aural Skills II</td>
<td>Keyboard Skills II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2/397</td>
<td>2/397</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Studying (studio instruction)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall Credits</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>WR 121</td>
<td>College Composition I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Winter Credits</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MUS 133</td>
<td>Music Theory III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MUS 136</td>
<td>Aural Skills III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MUS 139</td>
<td>Keyboard Skills III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MUS 395, 396, or Band: [Topic]</td>
<td>MUS 397, 396, or Band: [Topic]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music Performance Studies (studio instruction)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>WR 121</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Winter Credits</td>
</tr>
</tbody>
</table>

#### Specific Degree Requirements

Minimum requirements for a bachelor’s degree in music are 36 credits in the major, including 24 upper-division credits. In addition to general university requirements and the general requirements for all undergraduate music degrees, each undergraduate music degree has the following specific requirements.

### Bachelor of Arts

Bachelor of arts degrees require proficiency in a foreign language (see the Registration and Academic Policies section of this catalog).

### Bachelor of Arts in Music (General Music Concentration)

- **Musicianship**
  - MUS 131 Music Theory I 2
  - MUS 132 Music Theory II 2
  - MUS 133 Music Theory III 2
  - Select a minimum of 10 credits from the following: 10
    - MUS 134–136 Aural Skills I-III
    - MUS 137–139 Keyboard Skills I-III
    - MUS 141 Popular Piano and Musicianship I
    - MUS 142 Popular Piano and Musicianship II
    - MUS 143 Popular Piano and Musicianship III
    - MUS 151 Popular Songwriting
    - MUS 231–233 Music Theory IV-VI
    - MUS 234–236 Aural Skills IV-VI
    - MUS 237–239 Keyboard Skills IV-VI
    - MUS 447 Digital Audio and Sound Design
    - MUJ 180–182 Jazz Performance Laboratory
    - MUJ 270 Jazz Theory
    - MUJ 271–272 Functional Jazz Piano I-II
    - MUJ 273–274 Jazz Improvisation I-II

- **History and Culture**
  - Select one from the following: 4
    - MUS 267–269 Survey of Music History
  - Select a minimum of 12 credits from the following: 12
    - MUS 267–269 Survey of Music History
    - MUS 125 Understanding Music
    - MUS 227 Elements of Electronic Music
    - MUS 250 Popular Musics in Global Context
    - MUS 264 Rock History, 1950–70
    - MUS 265 Rock History, 1965 to Present
    - MUS 270 History of the Blues
    - MUS 281 Music of the Woodstock Generation
    - MUS 345M Music, Politics, and Race
    - MUS 346 Music, Money, and the Law
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 349</td>
<td>American Ethnic and Protest Music</td>
</tr>
<tr>
<td>MUS 351</td>
<td>The Music of Bach and Handel</td>
</tr>
<tr>
<td>MUS 353</td>
<td>Survey of Opera</td>
</tr>
<tr>
<td>MUS 356</td>
<td>Innovative Jazz Musicians: [Topic]</td>
</tr>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures</td>
</tr>
<tr>
<td>MUS 359</td>
<td>Music of the Americas</td>
</tr>
<tr>
<td>MUS 360</td>
<td>Hip-Hop Music: History, Culture, Aesthetics</td>
</tr>
<tr>
<td>MUS 363</td>
<td>The Beatles and Their Times</td>
</tr>
<tr>
<td>MUS 365</td>
<td>Regional Ethnomusicology: [Topic]</td>
</tr>
<tr>
<td>MUS 367</td>
<td>Survey of African Music</td>
</tr>
<tr>
<td>MUS 382</td>
<td>American Musical Theater</td>
</tr>
<tr>
<td>MUS 451</td>
<td>Introduction to Ethnomusicology</td>
</tr>
<tr>
<td>MUS 452</td>
<td>Musical Instruments of the World</td>
</tr>
<tr>
<td>MUS 460</td>
<td>Music and Gender</td>
</tr>
<tr>
<td>MUS 462</td>
<td>Popular Musics in the African Diaspora</td>
</tr>
<tr>
<td>MUS 470</td>
<td>History of Electroacoustic Music</td>
</tr>
<tr>
<td>MUJ 350</td>
<td>History of Jazz, 1900–1950</td>
</tr>
<tr>
<td>MUJ 351</td>
<td>History of Jazz, 1940 to Present</td>
</tr>
<tr>
<td>MUS 327</td>
<td>Analysis: [Topic] (two terms)</td>
</tr>
<tr>
<td>ARH 204–206</td>
<td>History of Western Art I–III</td>
</tr>
<tr>
<td>MUS 405</td>
<td>Reading and Conference: [Topic] (Junior Colloquium, Senior Colloquium)(two terms)</td>
</tr>
<tr>
<td>MUS 499</td>
<td>Senior Project (two terms)</td>
</tr>
</tbody>
</table>

**Performance Studies**

- MUS 327: Analysis: [Topic] (three terms)
- MUS 433–435: Counterpoint

Select three of the following:
- MUS 430: Schenkerian Analysis
- MUS 431: Schenkerian Analysis
- MUS 416: Post-Tonal Theory I
- MUS 417: Post-Tonal Theory II

Select two of the following:
- MUS 240–242: Composition I
- MUJ 270: Jazz Theory
- MUS 439: Scoring for Voices and Instruments
- MUS 446: Computer Music Applications: [Topic]
- MUS 447: Digital Audio and Sound Design
- MUS 448: Interactive Media Performance

- MUS 405: Reading and Conference: [Topic] (Junior Colloquium, Senior Colloquium)(two terms)
- MUS 499: Senior Project (two terms)

**Bachelor of Arts in Music (Music Theory Concentration)**

Core courses for traditional music major degree programs (listed above) 46

- Performance Studies (MUP 171 or above) 1
- Ensemble (at least three terms) 6
- MUS 327: Analysis: [Topic] (two terms) 6
- ARH 204–206: History of Western Art I–III 12
- MUS 405: Reading and Conference: [Topic] (Junior Colloquium, Senior Colloquium)(two terms) 6
- MUS 499: Senior Project (two terms) 2

Three upper-division music literature courses or seminars 9-12

**Total Credits** 109-118

College Composition III (WR 123) is strongly recommended.

- At least three terms with concurrent enrollment in assigned ensemble. See also, General Limitations in the Registration and Academic Policies (p. 17) section of this catalog.

**Other Requirements**

Demonstrated piano proficiency at Performance Studies: Piano (MUP 271) or three terms of Performance Studies: Piano (MUP 171) with grades of C– or better.

1 Additional survey of music history courses may also count toward the 12 credits required.
2 At least 36 total credits in combined musicianship and history and culture categories is required, with a minimum of 16 credits earned in each category.
3 At least three terms on one or more instruments, with concurrent enrollment in assigned ensemble. See also, General Limitations in the Registration and Academic Policies (p. 17) section of this catalog.
4 At least 12 credits of MUE, MUJ, MUP, and/or MUS courses, including any upper-division credits necessary to earn 24 total upper-division credits in music.

1 Additional musicianship or history and culture credits 2
2 Performance Studies 3
3 Ensembles (six terms) 6-12
4 Additional credits in music 4

**Total Credits** 60-72

1 Additional of music history courses may also count toward the 12 credits required.
2 At least 36 total credits in combined musicianship and history and culture categories is required, with a minimum of 16 credits earned in each category.
3 At least three terms on one or more instruments, with concurrent enrollment in assigned ensemble. See also, General Limitations in the Registration and Academic Policies (p. 17) section of this catalog.
4 At least 12 credits of MUE, MUJ, MUP, and/or MUS courses, including any upper-division credits necessary to earn 24 total upper-division credits in music.

1 At least three terms with concurrent enrollment in assigned ensemble. See General Limitations in the Registration and Academic Policies (p. 17) section of this catalog.
2 Completed under faculty guidance. For details and procedures, consult advisor.
Bachelor of Arts in Music (Popular Music Studies Concentration)

**Musicianship**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 151</td>
<td>Popular Songwriting</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one from the following:

MUS 131 Music Theory I
MUS 141 Popular Piano and Musicianship I
MUJ 180 Jazz Performance Laboratory

Select courses from the following as needed to reach a minimum of 16 total musicianship credits:

MUS 131–133 Music Theory I-III
MUS 134–136 Aural Skills I-III
MUS 137–139 Keyboard Skills I-III
MUS 141 Popular Piano and Musicianship I
MUS 142 Popular Piano and Musicianship II
MUS 143 Popular Piano and Musicianship III
MUS 447 Digital Audio and Sound Design
MUJ 180–182 Jazz Performance Laboratory
MUJ 270 Jazz Theory
MUJ 271–272 Functional Jazz Piano I-II
MUJ 273–274 Jazz Improvisation I-II

**History and Culture**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 463</td>
<td>Popular Music Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

Select a minimum of 12 credits from the following:

MUS 227 Elements of Electronic Music
MUS 250 Popular Musics in Global Context
MUS 264 Rock History, 1950–70
MUS 265 Rock History, 1965 to Present
MUS 270 History of the Blues
MUS 281 Music of the Woodstock Generation
MUS 345M Music, Politics, and Race
MUS 346 Music, Money, and the Law
MUS 349 American Ethnic and Protest Music
MUS 363 The Beatles and Their Times
MUS 382 American Musical Theater
MUJ 350 History of Jazz, 1900–1950
MUJ 351 History of Jazz, 1940 to Present

Additional musicianship or history and culture credits

Performance Studies (three terms)

Ensembles (four terms), at least one term chosen from the following:

MUS 393 Oregon Electronic Device Orchestra
MUS 394 Chamber Ensemble: [Topic] (Hip-Hop Ensemble, Jazz Guitar Ensemble, Latin Jazz Ensemble, Studio Guitar Ensemble)
MUS 395 Band: [Topic] (Oregon Marching Band)
MUS 397 Chorus: [Topic] (Gospel Singers, University Gospel Choir, University Gospel Ensemble)
MUJ 390 Jazz Laboratory Band III
MUJ 391 Jazz Laboratory Band II
MUJ 392 Oregon Jazz Ensemble
MUJ 395 Small Jazz Ensemble: [Topic]

**Bachelor of Science**

Bachelor of science degrees require competence in mathematics or computer science (see the Registration and Academic Policies section of this catalog).
Bachelor of Science in Music (General Music Concentration)

**Musicianship**

- MUS 131  Music Theory I  2
- MUS 132  Music Theory II  2
- MUS 133  Music Theory III  2

Select a minimum of 10 credits from the following: 10

- MUS 134–136  Aural Skills I-III
- MUS 137–139  Keyboard Skills I-III
- MUS 141  Popular Piano and Musicianship I
- MUS 142  Popular Piano and Musicianship II
- MUS 143  Popular Piano and Musicianship III
- MUS 151  Popular Songwriting
- MUS 231–233  Music Theory IV-VI
- MUS 234–236  Aural Skills IV-VI
- MUS 237–239  Keyboard Skills IV-VI
- MUS 247  Digital Audio and Sound Design
- MUJ 180–182  Jazz Performance Laboratory
- MUJ 270  Jazz Theory
- MUJ 271–272  Functional Jazz Piano I-II
- MUJ 273–274  Jazz Improvisation I-II

**History and Culture**

Select one from the following: 4

- MUS 267–269  Survey of Music History

Select a minimum of 12 credits from the following: 12

- MUS 267–269  Survey of Music History
- MUS 125  Understanding Music
- MUS 227  Elements of Electronic Music
- MUS 250  Popular Musics in Global Context
- MUS 264  Rock History, 1950–70
- MUS 265  Rock History, 1965 to Present
- MUS 270  History of the Blues
- MUS 281  Music of the Woodstock Generation
- MUS 345M  Music, Politics, and Race
- MUS 346  Music, Money, and the Law
- MUS 349  American Ethnic and Protest Music
- MUS 351  The Music of Bach and Handel
- MUS 353  Survey of Opera
- MUS 356  Innovative Jazz Musicians: [Topic]
- MUS 358  Music in World Cultures
- MUS 359  Music of the Americas
- MUS 360  Hip-Hop Music: History, Culture, Aesthetics
- MUS 363  The Beatles and Their Times
- MUS 365  Regional Ethnomusicology: [Topic]
- MUS 367  Survey of African Music
- MUS 382  American Musical Theater
- MUS 451  Introduction to Ethnomusicology
- MUS 452  Musical Instruments of the World
- MUS 460  Music and Gender
- MUS 462  Popular Musics in the African Diaspora
- MUS 470  History of Electroacoustic Music
- MUJ 351  History of Jazz, 1940 to Present

Additional musicianship or history and culture credits 4

Performance Studies (three different terms) 6-12

Ensemble (six different terms) 6-12

Total Credits 60-72

1. Additional survey of music history courses may also count toward the 12 credits required.
2. At least 36 total credits in combined musicianship and history and culture categories is required, with a minimum of 16 credits earned in each category.
3. At least three terms with concurrent enrollment in assigned ensemble. See General Limitations in the Registration and Academic Policies (p. 17) section of the catalog.
4. At least 12 credits of MUE, MUJ, MUP and/or MUS courses, including any upper-division credits necessary to earn 24 total upper-division credits in music.

Bachelor of Science in Music (Music Technology Concentration)

Core courses for traditional music major degree programs (listed above) 37

**Performance Studies** 1

- MUS 393  Oregon Electronic Device Orchestra (three terms) 6
- CIS 110  Fluency with Information Technology 4
- CIS 111  Introduction to Web Programming 4
- CIS 115  Multimedia Web Programming 4
- CIS 122  Introduction to Programming and Problem Solving 4
- MUS 227  Elements of Electronic Music 4
- MUS 445  Electronic Composition (six terms) 18
- MUS 447  Digital Audio and Sound Design 4
- MUS 448  Interactive Media Performance 3
- MUS 470  History of Electroacoustic Music 3
- MUS 476–478  Digital Audio Workstation Tech I-III 9
- MUS 480–481  Audio Recording Techniques I,II 6
- PHYS 152  Physics of Sound and Music 4

**Electives**

Select at least 12 credits from the following list: 12

- MUS 240–242  Composition I
- MUS 340–342  Composition II
- MUS 440–442  Composition III
- MUS 327  Analysis: [Topic]
- MUJ 350  History of Jazz, 1900–1950
- MUJ 351  History of Jazz, 1940 to Present
- MUS 430–431  Schenkerian Analysis
- MUS 433–435  Counterpoint
- MUS 445  Electronic Composition
- MUS 446  Computer Music Applications: [Topic]
- MUS 474–475  History of Opera

Additional performance studies
Additional ensembles

Courses in the music of other cultures

MUS 499  Senior Project  2

Total Credits  137-143

1  At least three terms on one or more secondary instruments. See General Limitations in the Registration and Academic Policies (p. 17) section of this catalog.
2  Completed under faculty guidance; includes passage of Brown Book Exam. For details and procedure, consult advisor.

Bachelor of Science in Music (Popular Music Studies Concentration)

Musicianship

MUS 151  Popular Songwriting  4

Select one from the following:

MUS 131  Music Theory I  1
MUS 141  Popular Piano and Musicianship I  1
MUJ 180  Jazz Performance Laboratory  1

Select courses from the following as needed to reach a minimum of 16 total musicianship credits:

MUS 131–133  Music Theory I-III  1
MUS 134–136  Aural Skills I-III
MUS 137–139  Keyboard Skills I-III
MUS 141  Popular Piano and Musicianship I  1
MUS 142  Popular Piano and Musicianship II  1
MUS 143  Popular Piano and Musicianship III  1
MUS 447  Digital Audio and Sound Design
MUJ 180–182  Jazz Performance Laboratory  1
MUJ 270  Jazz Theory
MUJ 271–272  Functional Jazz Piano I-II
MUJ 273–274  Jazz Improvisation I-II

History and Culture

MUS 407  Seminar: [Topic] (Popular Music Studies)  4

Select a minimum of 12 credits from the following:

MUS 227  Elements of Electronic Music
MUS 250  Popular Musics in Global Context
MUS 264  Rock History, 1950–70
MUS 265  Rock History, 1965 to Present
MUS 270  History of the Blues
MUS 281  Music of the Woodstock Generation
MUS 345M  Music, Politics, and Race  2
MUS 346  Music, Money, and the Law
MUS 349  American Ethnic and Protest Music
MUS 363  The Beatles and Their Times
MUS 382  American Musical Theater
MUJ 350  History of Jazz, 1900–1950
MUJ 351  History of Jazz, 1940 to Present

Additional musicianship or history and culture credits  3

Performance Studies (three terms)  4

Ensembles (four terms), at least one term chosen from the following:

MUS 393  Oregon Electronic Device Orchestra

MUS 394  Chamber Ensemble: [Topic] (Hip-Hop Ensemble, Jazz Guitar Ensemble, Latin Jazz Ensemble, Studio Guitar Ensemble)
MUS 395  Band: [Topic] (Oregon Marching Band)
MUS 397  Chorus: [Topic] (Gospel Singers, University Gospel Choir, University Gospel Ensemble)
MUS 410  Experimental Course: [Topic] (Ethnic Music Ensemble)
MUJ 390  Jazz Laboratory Band III
MUJ 391  Jazz Laboratory Band II
MUJ 392  Oregon Jazz Ensemble
MUJ 395  Small Jazz Ensemble: [Topic]
DAN 410  Experimental Course: [Topic]

Additional credits in music  5

Interdisciplinary studies (at least 8 credits from the following):

ACTG 211  Introduction to Accounting I
ANTH 419  Performance, Politics, and Folklore
AAD 301  Understanding Arts and Creative Sectors
AAD 434  Entrepreneurship and the Arts
AAD 435  Arts Business Development
BA 215  Accounting: Language of Business Decisions
BA 317  Marketing: Creating Value for Customers
ENG 241  Introduction to African American Literature
ENG 260  Media Aesthetics
ES 310  Race and Popular Culture: [Topic]
ES 345M  Music, Politics, and Race  3
CINE 230  Remix Cultures
CINE 399  Special Studies: [Topic] (Hip Hop and Screens)
CINE 399  Special Studies: [Topic] (Music Television: Identity, Representation, and Money)
CINE 425  Cinema Production: [Topic] (Sound for TV & Film)
CRWR 230  Introduction to Poetry Writing
CRWR 330  Intermediate Poetry Writing
FLR 370  Folklore and Sexuality
FLR 399  Special Studies: [Topic] (US Protest Music)
FLR 483  Folklore and Mythology of the British Isles
FLR 491  Anglo-American Ballad and Folk Song
PHYS 152  Physics of Sound and Music
PSY 348  Music and the Brain

Total Credits  66-76

1  Additional courses from this list may count toward 16 credits required.
2  If Music, Politics, and Race (ES 345M) applied to the interdisciplinary studies category, Music, Politics, and Race (MUS 345M) may not be taken to count toward the history and culture category.
3  At least 36 total credits in combined musicianship and history and culture categories is required, with a minimum of 16 credits earned in each category.
At least three terms on one or more instruments. See General Limitations in the Registration and Academic Policies (p. 17) section of this catalog.

At least 12 credits of MUE, MUJ, MUP and/or MUS courses, including any upper-division credits necessary to earn 24 total upper-division credits in music.

See advisor for list of additional preapproved courses.

**Bachelor of Music (BMus)**

**Bachelor of Music in Music: Jazz Studies**

Core courses for traditional music major degree programs (listed above)  
Performance Studies (Studio Instruction, Jazz)  
Performance Studies (Studio Instruction, Classical)  
MUJ 395 Small Jazz Ensemble: [Topic] (nine terms)  
Classical ensemble—select three terms from the following:  
- MUS 394 Chamber Ensemble: [Topic]  
- MUS 395 Band: [Topic]  
- MUS 396 Orchestra: [Topic]  
- MUS 397 Chorus: [Topic]  
MUJ 180–182 Jazz Performance Laboratory  
MUJ 270 Jazz Theory  
MUJ 271–272 Functional Jazz Piano I-II  
MUJ 273–274 Jazz Improvisation I-II  
MUJ 350 History of Jazz, 1900–1950  
or MUJ 351 History of Jazz, 1940 to Present  
MUS 384 Introduction to Conducting  
MUJ 474–476 Jazz Repertoire I-III  
MUJ 480–482 Jazz Arranging I-III  
MUJ 477–479 Advanced Jazz Repertoire I-III  
or MUJ 483–485 Advanced Jazz Arranging I-III  

**Upper-Division Electives**

Select at least 20 credits from the following:  
- MUS 327 Analysis: [Topic]  
- MUJ 390 Jazz Laboratory Band III  
- MUJ 391 Jazz Laboratory Band II  
- MUJ 392 Oregon Jazz Ensemble  
Courses in the music of other cultures  
Courses in music technology  
Courses in audio recording  
Other music courses

Senior Recital

**Total Credits** 136-142

1 Including three terms of jazz performance studies at MUP 200 level or higher.

2 For details, consult jazz studies advisor.

**Other Requirements**

Continuation in the jazz studies program requires successful completion of sophomore and junior proficiency examinations.

---

**Bachelor of Music in Music Composition**

Core courses for traditional music major degree programs (listed above)  
Performance Studies  
Ensemble (at least nine terms)  
MUS 327 Analysis: [Topic] (three terms)  
MUS 240–242 Composition I  
MUS 340–342 Composition II  
MUS 440–442 Composition III  
MUS 384 Introduction to Conducting  
MUS 430–431 Schenkerian Analysis  
MUS 433–435 Counterpoint  
MUS 407 Seminar: [Topic] (Orchestration)  

Select one of the following:  
- MUS 447 Digital Audio and Sound Design  
- MUS 448 Interactive Media Performance  

Select one of the following:  
- MUS 359 Music of the Americas  
- MUS 365 Regional Ethnomusicology: [Topic]  
- MUS 367 Survey of African Music  
- MUS 451 Introduction to Ethnomusicology  
- MUS 452 Musical Instruments of the World  
- MUS 490 Balinese Gamelan  

Senior Recital

**Total Credits** 127-166

1 Proficiency in piano at a level that allows enrollment in Performance Studies: Piano (MUP 271), as determined by the piano faculty, or proficiency in piano (Performance Studies: Piano (MUP 171) and in another instrument or in voice (Performance Studies: Piano (MUP 171) or above).

2 For students whose primary performance medium is piano and are enrolled in Performance Studies: Piano (MUP 171) or above, three terms must be Chamber Ensemble: [Topic] (Accompanying).

3 A public performance of compositions written by the student under the guidance of the composition faculty. Final approval of the student’s recital and general qualifications are provided by the composition faculty.

---

**Bachelor of Music in Music Performance**

Core courses for traditional music major degree programs (listed above)  
Performance Studies  
Ensemble (at least 12 terms)  
MUS 327 Analysis: [Topic] (two terms)  
MUS 384 Introduction to Conducting  
Upper-division MUS electives  
Junior and senior recitals

**Total Credits** 119-131

1 Three terms at the MUP 400 level or above with concurrent enrollment in assigned ensemble.

2 Credit may be earned in Reading and Conference: [Topic] (MUS 405) (Recital). This is in addition to credit earned in Performance Studies.
Prerecital auditions must be approved at least four weeks before the proposed recital date. For details, consult studio teacher.

**Areas of Specialization**

- bassoon
- cello
- clarinet
- classical guitar
- double bass
- euphonium
- flute
- harp
- harpsichord
- horn
- oboe
- organ
- percussion
- piano
- saxophone
- studio guitar
- trombone
- trumpet
- tuba
- viola
- violin
- voice

Students may also specialize in more than one wind instrument. For details, consult studio instructor.

**Additional Requirements**

**Voice Option**

Proficiency in French, German, or Italian equivalent to completion of one year of college study in each of two languages or two years of study in one language (typically 27–30 credits)

- MUS 155–156 Introduction to Lyric Diction 4
- MUP 163 Functional Piano (three terms or equivalent) 6
- MUS 394 Chamber Ensemble: [Topic] (one term) 1

**Piano Option**

Six of the twelve terms of ensemble must be in MUS 394 Chamber Ensemble: <sup>Topic</sup> Accompanying.

- MUE 471–473 Piano Pedagogy I-III 7
- MUE 409 Practicum: [Topic] 1-4

**Harpischord and Organ Option**

Six of the 12 terms of ensemble must be in MUS 394 Chamber Ensemble: [Topic] (Accompanying).

**Strings, Woodwinds, Brass, and Harp Option**

In addition to the 12 terms of ensemble, at least three terms of MUS 394 Chamber Ensemble: [Topic] are required.

---

**Percussion Option**

In addition to 12 terms of ensemble, 12 terms of MUS 394 Chamber Ensemble: [Topic] (Oregon Percussion Ensemble) are required.

**Bachelor of Music in Music Education (BMME)**

**Bachelor of Music in Music Education**

Core Courses for Traditional Music Major Degree Programs (listed above) 46

**Music Education Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 202</td>
<td>Mind and Society</td>
<td>4</td>
</tr>
<tr>
<td>or PSY 308</td>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>MUE 326</td>
<td>Foundations of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Saxophone)</td>
<td></td>
</tr>
<tr>
<td>MUE 406</td>
<td>Field Studies: [Topic] (Practicum Public Schools)</td>
<td>15</td>
</tr>
<tr>
<td>MUE 407</td>
<td>Seminar: [Topic] (Instructional Frameworks)</td>
<td>3</td>
</tr>
<tr>
<td>MUE 407</td>
<td>Seminar: [Topic] (Cultural Context of Music Education)</td>
<td>3</td>
</tr>
<tr>
<td>MUE 407</td>
<td>Seminar: [Topic] (Student Teaching)</td>
<td>1</td>
</tr>
<tr>
<td>MUE 412</td>
<td>Elementary Music Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUE 429</td>
<td>Music in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MUE 430</td>
<td>Music Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>MUS 439</td>
<td>Scoring for Voices and Instruments</td>
<td>3</td>
</tr>
<tr>
<td>MUS 447</td>
<td>Digital Audio and Sound Design</td>
<td>4</td>
</tr>
<tr>
<td>MUE 486</td>
<td>Teaching Laboratory II</td>
<td>1</td>
</tr>
</tbody>
</table>

Ensemble, ten terms 19

Performance Studies 2 18-36

**Band Specialty**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 387</td>
<td>Teaching Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>MUE 388</td>
<td>Teaching Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Flute, Clarinet)</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(High Brass)</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Low Brass)</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Oboe, Bassoon)</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Percussion)</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Strings)</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic]</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Voice)</td>
<td></td>
</tr>
<tr>
<td>MUE 407</td>
<td>Seminar: [Topic] (Band Materials)</td>
<td>3</td>
</tr>
<tr>
<td>MUE 411</td>
<td>Band Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUE 455</td>
<td>Marching Band Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUS 486</td>
<td>Instrumental Conducting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choral Specialty**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 155–156</td>
<td>Introduction to Lyric Diction</td>
<td>4</td>
</tr>
<tr>
<td>MUE 386–388</td>
<td>Teaching Laboratory I</td>
<td>3</td>
</tr>
<tr>
<td>MUE 413</td>
<td>Secondary Choral Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
The current music education checklist is available from the music undergraduate office.

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- **Music (General Music Concentration)**  
- **Music (Music History and Literature Concentration)**  
- **Music (Music Theory Concentration)**  
- **Music (Music Technology Concentration)**  
- **Music (Popular Music Studies Concentration)**  
- **Music Composition**  
- **Music Education**  
- **Music: Jazz Studies**  
- **Music Performance**

**Bachelor of Arts in Music (General Music Concentration)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 131</td>
<td>Music Theory I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 134</td>
<td>Aural Skills I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures</td>
<td>4</td>
<td>General education course in arts and letters</td>
</tr>
<tr>
<td>MUP 104</td>
<td>Basic Performance Studies: Brass</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 132</td>
<td>Music Theory II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 135</td>
<td>Aural Skills II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 100</td>
<td>Basic Performance Studies: Piano</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>General education course in social science</strong></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 133</td>
<td>Music Theory III</td>
<td>2</td>
<td>Apply to major</td>
</tr>
<tr>
<td>MUS 136</td>
<td>Aural Skills III</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 101</td>
<td>Basic Performance Studies: Voice</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Other Requirements**

- A minimum cumulative grade point average (GPA) of 2.75 and at least two years in residence. Students must achieve a B– or better in all courses with the MUE subject code. Those failing to do so must retake the course before enrolling in any subsequent music education courses. MUE courses may be retaken once.
- Admission to the music education program, for which students typically apply at the end of their sophomore year, requires a minimum cumulative GPA of 2.75, a grade of B– or better in Foundations of Music Education (MUE 326), a successfully completed audition and application, and faculty approval.

**Choral Option.** Students whose primary performance medium is voice must also pass one term of Functional Piano (MUP 163). Students whose primary performance medium is piano must also pass three terms of Performance Studies: Voice (MUP 174). Students whose primary performance medium is a wind, percussion, or stringed instrument must meet the primary and secondary voice and piano performance requirements listed above.

**Elementary Option.** Students whose primary performance medium is voice must also pass one term of Functional Piano (MUP 163). Students whose primary performance medium is piano must also pass one term of voice performance studies. Students whose performance medium is a wind, percussion, or stringed instrument must pass one term of voice performance studies.

**Instrumental Option (Band and Orchestra).** Piano, organ, recorder, harp, guitar, or other nontraditional instruments may not be used to meet the primary studio option requirements.

---

1 During the first nine terms, all students enroll in a conducted large ensemble. During the 10th term, students enroll in Small Jazz Ensemble: [Topic] (MUJ 395). Students receiving a School of Music and Dance scholarship enroll in a conducted large ensemble for 11 terms.

2 Students must pass three terms of Performance Studies on their primary instrument at the MUP 341–391 level.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 350 History of Jazz, 1900–1950</td>
<td>4</td>
<td>General education course that also satisfies a multicultural requirement</td>
</tr>
<tr>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 180 Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 360 Hip-Hop Music: History, Culture, Aesthetics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>First term of first-year second-language sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 181 Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 447 Digital Audio and Sound Design</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Second term of first-year second-language sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 182 Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 269 Third term of first-year second-language sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>45</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 270 Jazz Theory Additional music</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395 Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

General education course in arts and letters | 4 |
Upper-division elective course | 4 |
**Credits** | **16** |

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 271 Additional music</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395 Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 181 Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 366 Music, Money, and the Law</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUP 141 Performance Studies: Piano Additional music</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 182 Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395 Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 181 Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395 Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 181 Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 366 Music, Money, and the Law</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUP 141 Performance Studies: Piano Additional music</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General education course in science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 270 Jazz Theory Additional music</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395 Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

General education course in arts and letters | 4 |
Upper-division elective course | 4 |
**Credits** | **16** |

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 271 Additional music</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395 Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>42</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Bachelor of Science in Music (General Music Concentration)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures group course that also satisfies international cultures multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUP 100</td>
<td>Basic Performance Studies: Piano</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 397</td>
<td>Chorus: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 131</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 134</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 133</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 136</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 269</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 382</td>
<td>American Musical Theater</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 397</td>
<td>Chorus: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 140</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General education course in arts and letters</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 265</td>
<td>Rock History, 1965 to Present</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 397</td>
<td>Chorus: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 140</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 345M</td>
<td>Music, Politics, and Race</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 397</td>
<td>Chorus: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 140</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General education course in social science</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Arts in Music (Music History and Literature Concentration)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 131</td>
<td>Music Theory I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 134</td>
<td>Aural Skills I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 137</td>
<td>Keyboard Skills I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUP 171</td>
<td>Performance Studies: Piano</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 397</td>
<td>Chorus: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures Arts and letters course that satisfies international cultures multicultural requirement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 132</td>
<td>Music Theory II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 135</td>
<td>Aural Skills II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 138</td>
<td>Keyboard Skills II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUP 171</td>
<td>Performance Studies: Piano</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 397</td>
<td>Chorus: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 133</td>
<td>Music Theory III</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 48

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 231</td>
<td>Music Theory IV</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 234</td>
<td>Aural Skills IV</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 237</td>
<td>Keyboard Skills IV</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 268</td>
<td>Survey of Music History</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 232</td>
<td>Music Theory V</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 235</td>
<td>Aural Skills V</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 238</td>
<td>Keyboard Skills V</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 269</td>
<td>Survey of Music History</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 233</td>
<td>Music Theory VI</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 236</td>
<td>Aural Skills VI</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 239</td>
<td>Keyboard Skills VI</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 269</td>
<td>Survey of Music History</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 405</td>
<td>Reading and Conference: [Topic]</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 48
ARH 204  History of Western Art I  Arts and letters group course  4
First term of second-year second-language sequence  4
General education course in social science  4

Credits  15
Winter
MUS 327  Analysis: [Topic]  3
ARH 205  History of Western Art II  Arts and letters group course  4
Second term of second-year second-language sequence  4
General education course in social science  4

Credits  15
Spring
MUS 327  Analysis: [Topic]  3
ARH 206  History of Western Art III  Arts and letters group course  4
Third term of second-year second-language sequence  4
Upper-division social science group course  4

Credits  15
Total Credits  45

Bachelor of Arts in Music (Music Theory Concentration)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 397</td>
<td>Chorus: [Topic]</td>
<td>4</td>
<td>Arts and letters group course that satisfies international cultures multicultural requirement</td>
</tr>
</tbody>
</table>

Credits  15
Winter
MUS 132  Music Theory II  2
MUS 135  Aural Skills II  2
MUS 137  Keyboard Skills II  1
MUP 141  Performance Studies: Piano  4
MUS 397  Chorus: [Topic]  2
WR 121  College Composition I  4

Credits  15
Spring
MUS 133  Music Theory III  2
MUS 136  Aural Skills III  2
MUS 139  Keyboard Skills III  1
MUP 141  Performance Studies: Piano  4
MUS 397  Chorus: [Topic]  2
WR 123  College Composition III  4

Credits  15
Total Credits  45

Course | Title | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 399</td>
<td>Senior Project</td>
<td>3</td>
</tr>
</tbody>
</table>
Upper-division social science group course  4
Science group course  4

Credits  15

Spring
MUS 359  Music of the Americas  4
Upper-division musicology, American cultures multicultural course  4

Credits  15
Total Credits  45

Course | Title | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 435</td>
<td>Counterpoint</td>
<td>2</td>
</tr>
</tbody>
</table>
Upper-division musicology  4

Credits  15
Winter
MUS 452  Musical Instruments of the World  4
MUS 499  Senior Project  3
Upper-division social science group course  4
Science group course  4

Credits  15
Spring
MUS 231  Music Theory IV  2
MUS 234  Aural Skills IV  2
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First term of first-year second-language sequence</td>
<td>5</td>
</tr>
<tr>
<td>Winter</td>
<td>MUS 237 Keyboard Skills IV</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUS 267 Survey of Music History</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUP 171 Performance Studies: Piano</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Second term of first-year second-language sequence</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>MUS 232 Music Theory V</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUS 235 Aural Skills V</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUS 238 Keyboard Skills V</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUS 268 Survey of Music History</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUP 171 Performance Studies: Piano</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Second term of first-year second-language sequence</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>MUS 233 Music Theory VI</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUS 236 Aural Skills VI</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUS 239 Keyboard Skills VI</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUS 269 Survey of Music History</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUP 171 Performance Studies: Piano</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Third term of first-year second-language sequence</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Social science Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>52</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Third Year</td>
<td>Counterpoint</td>
<td>4</td>
</tr>
<tr>
<td>Fall</td>
<td>MUS 433</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUS 327 Analysis: [Topic]</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 240 Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>MUS 237</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 434 Counterpoint</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUS 241 Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Second term of second-year second-language sequence</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>MUS 435 Counterpoint</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUS 327 Analysis: [Topic]</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 405 (Junior Colloquium)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Third term of second-year second-language sequence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>MUS 417 Post-Tonal Theory I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 430 Schenkerian Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 405 Reading and Conference: [Topic] (Senior Colloquium)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>54</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>Post-Tonal Theory I</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>MUS 416</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 430 Schenkerian Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 405 Reading and Conference: [Topic] (Senior Colloquium)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>MUS 417 Post-Tonal Theory II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 499 Senior Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper-division arts and letters group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social science group course that also satisfies American cultures multicultural requirement</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>MUS 417 Post-Tonal Theory II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 499 Senior Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUS 359 Music of the Americas</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper-division social studies group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>
Bachelor of Science in Music (Music Technology Concentration)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>MUS 131 Music Theory I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 134 Aural Skills I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 137 Keyboard Skills I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 447 Digital Audio and Sound Design</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUP 101 Basic Performance Studies: Voice</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 358 Music in World Cultures</td>
<td>4</td>
<td>Arts and letters group course that also satisfies international cultures requirement</td>
</tr>
<tr>
<td>Winter</td>
<td>MUS 132 Music Theory II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 135 Aural Skills II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 138 Keyboard Skills II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 448 Interactive Media Performance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUP 104 Basic Performance Studies: Brass</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WR 121 College Composition I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>MUS 133 Music Theory III</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 136 Aural Skills III</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 139 Keyboard Skills III</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUP 141 Performance Studies: Piano</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIS 110 Fluency with Information Technology</td>
<td>4</td>
<td>Science group-satisfying course</td>
</tr>
<tr>
<td></td>
<td>WR 122 College Composition II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>MUS 133 Music Theory IV</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 445 Electronic Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 470 History of Electroacoustic Music</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 393 Oregon Electronic Device Orchestra</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHYS 152 Physics of Sound and Music</td>
<td>4</td>
<td>Science group-satisfying course</td>
</tr>
<tr>
<td></td>
<td>CIS 122 Introduction to Programming and Problem Solving</td>
<td>4</td>
<td>Satisfies mathematics requirement</td>
</tr>
<tr>
<td>Winter</td>
<td>MUS 445 Electronic Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>MUS 393</td>
<td>Oregon Electronic Device Orchestra</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUJ 351</td>
<td>History of Jazz, 1940 to Present</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 327</td>
<td>Analysis: [Topic] Music Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Spring Credits: 16**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 445</td>
<td>Electronic Composition</td>
<td>3</td>
</tr>
<tr>
<td>MUS 393</td>
<td>Oregon Electronic Device Orchestra</td>
<td>2</td>
</tr>
<tr>
<td>MUS 363</td>
<td>The Beatles and Their Times</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social science group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits: 49**

### Bachelor of Arts in Music (Popular Music Studies Concentration)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MUP 101 Basic Performance Studies: Voice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUS 397 Chorus: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>WR 121 College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>MUS 265 Rock History, 1965 to Present</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUS 397 Chorus: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>WR 122 College Composition II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Credits: 16**

### Fall Milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Brown Book exam</td>
<td>3</td>
</tr>
<tr>
<td>Music elective</td>
<td>4</td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

### Winter Milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

### Spring Milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Songwriting</td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group course that also satisfies American cultures multicultural requirement</td>
<td>4</td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

### Summer Milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Piano and Musicianship</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits: 52**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 447</td>
<td>Digital Audio and Sound Design</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 397</td>
<td>Chorus: [Topic] (Gospel Singers)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 100</td>
<td>Basic Performance Studies: Piano</td>
<td>2</td>
<td>Additional music</td>
</tr>
<tr>
<td></td>
<td>First term of first-year second-language sequence</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 201</td>
<td>Production Techniques</td>
<td>2</td>
<td>Additional music</td>
</tr>
<tr>
<td></td>
<td>Second term of first-year second-language sequence</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 463</td>
<td>Popular Music Studies</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUP 141</td>
<td>Performance Studies: Piano</td>
<td>2</td>
<td>Additional music</td>
</tr>
<tr>
<td></td>
<td>Third term of first-year second-language sequence</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 142</td>
<td>Popular Piano and Musicianship II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 360</td>
<td>Hip-Hop Music: History, Culture, Aesthetics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 480</td>
<td>Audio Recording Techniques I</td>
<td>3</td>
<td>Additional music</td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 481</td>
<td>Audio Recording Techniques II</td>
<td>3</td>
<td>Additional Music</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 345M</td>
<td>Music, Politics, and Race</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AAD 315</td>
<td>Funding the Arts</td>
<td>4</td>
<td>Interdisciplinary studies</td>
</tr>
<tr>
<td></td>
<td>Science group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper-division social science group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 180</td>
<td>Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Upper-division elective course</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td>49</td>
</tr>
</tbody>
</table>

**Bachelor of Science in Music (Popular Music Studies Concentration)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUJ 180</td>
<td>Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 131</td>
<td>Music Theory I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 134</td>
<td>Aural Skills I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 476</td>
<td>Digital Audio Workstation Tech I</td>
<td>3</td>
<td>Additional music</td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 132</td>
<td>Music Theory II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 135</td>
<td>Aural Skills II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 394</td>
<td>Chamber Ensemble: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 477</td>
<td>Digital Audio Workstation Tech II</td>
<td>3</td>
<td>Additional music</td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 151</td>
<td>Popular Songwriting</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUJ 182</td>
<td>Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 227</td>
<td>Elements of Electronic Music</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 478</td>
<td>Digital Audio Workstation Tech III</td>
<td>3</td>
<td>Additional music</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Media Aesthetics Interdisciplinary studies</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>47</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 360</td>
<td>Hip-Hop Music: History, Culture, Aesthetics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AAD 312</td>
<td>Arts Management Interdisciplinary studies</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 480</td>
<td>Audio Recording Techniques I</td>
<td>3</td>
<td>Additional music</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 365</td>
<td>Regional Ethnomusicology: International cultures multicultural course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 463</td>
<td>Popular Music Studies</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-division elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>47</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Year

#### Fall
- MUS 270 History of the Blues 4
- Social science group-satisfying course 4
- Science group-satisfying course 4
- Upper-division elective course 4
- **Credits** 16

#### Winter
- Arts and letters group-satisfying course 4
- Upper-division elective course 8
- Elective course 3
- **Credits** 15

### Second Year

#### Fall
- MUS 231 Music Theory IV 2
- MUS 234 Aural Skills IV 2
- MUS 237 Keyboard Skills IV 1
- MUS 267 Survey of Music History 4
- MUS 283 Performance Studies: Clarinet 4
- MUS 395 Band: [Topic] 2
- MUS 240 Composition I Apply to major 3
- **Credits** 18

### Bachelor of Music in Music Composition

#### First Year

#### Fall
- MUS 131 Music Theory I 2
- MUS 134 Aural Skills I 2
- MUS 137 Keyboard Skills I 1
- MUP 183 Performance Studies: Clarinet 4
- MUS 395 Band: [Topic] 2
- MUS 358 Music in World Cultures Arts and letters group course that satisfies International culture multicultural requirement 4
- **Credits** 15

#### Winter
- MUS 132 Music Theory II 2
- MUS 135 Aural Skills II 2
- MUS 138 Keyboard Skills II 1
- MUP 183 Performance Studies: Clarinet 4
- MUS 395 Band: [Topic] 2

#### Spring
- MUS 133 Music Theory III 2
- MUS 136 Aural Skills III 2
- MUS 139 Keyboard Skills III 1
- MUP 183 Performance Studies: Clarinet 4
- MUS 395 Band: [Topic] 2
- WR 121 College Composition I 4
- **Credits** 15

#### Credits
- 47

#### Second Year

#### Fall
- MUS 231 Music Theory IV 2
- MUS 234 Aural Skills IV 2
- MUS 237 Keyboard Skills IV 1
- MUS 267 Survey of Music History 4
- MUS 283 Performance Studies: Clarinet 4
- MUS 395 Band: [Topic] 2
- MUS 240 Composition I Apply to major 3
- **Credits** 18

#### Winter
- MUS 232 Music Theory V 2
- MUS 235 Aural Skills V 2
- MUS 238 Keyboard Skills V 1
- MUS 268 Survey of Music History 4
- MUS 283 Performance Studies: Clarinet 4
- MUS 395 Band: [Topic] 2
- MUS 241 Composition I 3
- **Credits** 18

#### Spring
- MUS 233 Music Theory VI 2
- MUS 236 Aural Skills VI 2
- MUS 239 Keyboard Skills VI 1
- MUS 269 Survey of Music History 4
- MUS 283 Performance Studies: Clarinet 4
- MUS 395 Band: [Topic] 2
- **Credits** 18
The University of Oregon

MUS 242 Composition I Apply to major 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 18

Total Credits 54

Course Title Credits Milestones
Third Year
Fall
MUS 340 Composition II 3
MUS 433 Counterpoint 4
MUS 407 Seminar: [Topic] 2
Orchestration

MUP 141 Performance Studies: Piano 2

MUS 395 Band: [Topic] 2
Science group-satisfying course 4

Credits 17

Winter
MUS 341 Composition II 3
MUS 434 Counterpoint 4
MUS 384 Introduction to Conducting 2
MUP 141 Performance Studies: Piano 2

MUS 490 Balinese Gamelan Ensemble, Ethnomusicology 2

Arts and letters group-satisfying course 4

Credits 17

Spring
MUS 342 Composition II 3
MUS 435 Counterpoint 4
MUS 327 Analysis: [Topic] 3
MUP 141 Performance Studies: Piano 2
MUS 395 Band: [Topic] 2
Social science group-satisfying course 4

Credits 18

Total Credits 52

Course Title Credits Milestones
Fourth Year
Fall
MUS 327 Analysis: [Topic] 3
MUS 440 Composition III 3
MUS 430 Schenkerian Analysis 3
MUP 141 Performance Studies: Piano 2

Social science group-satisfying course that satisfies multicultural requirement 4

Science group-satisfying course 4

Senior recital

Credits 19

Winter
MUS 327 Analysis: [Topic] 3
MUS 441 Composition III 3
MUS 431 Schenkerian Analysis 3
MUP 141 Performance Studies: Piano 2

Social science group-satisfying course 4

Credits 15

Spring
MUS 442 Composition III 3
MUS 447 Digital Audio and Sound Design Electronic Music 4
MUP 141 Performance Studies: Piano Jury to MUP 171 2

Arts and letters group-satisfying course 4

Science group-satisfying course 4

Senior recital

Credits 17

Total Credits 51

Bachelor of Music in Music Education

Course Title Credits Milestones
First Year
Fall
MUS 131 Music Theory I 2
MUS 134 Aural Skills I 2
MUS 137 Keyboard Skills I 1
MUP 183 Performance Studies: Clarinet 2-4
MUS 395 Band: [Topic] 2
MUS 358 Music in World Cultures Arts and letters group course that satisfies international cultures multicultural requirement 4

Credits 13-15

Winter
MUS 132 Music Theory II 2
MUS 135 Aural Skills II 2
MUS 138 Keyboard Skills II 1
MUP 183 Performance Studies: Clarinet 4
MUS 395 Band: [Topic] 2
WR 121 College Composition I 4

Credits 15
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>15</td>
<td>43-45</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 231</td>
<td>Music Theory IV</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 234</td>
<td>Aural Skills IV</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 237</td>
<td>Keyboard Skills IV</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 267</td>
<td>Survey of Music History</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUP 283</td>
<td>Performance Studies: Clarinet</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic] High brass</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 232</td>
<td>Music Theory V</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 235</td>
<td>Aural Skills V</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 238</td>
<td>Keyboard Skills V</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 268</td>
<td>Survey of Music History</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUP 283</td>
<td>Performance Studies: Clarinet</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic] Low brass</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>MUS 233</td>
<td>Music Theory VI</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 236</td>
<td>Aural Skills VI</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 239</td>
<td>Keyboard Skills VI</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 269</td>
<td>Survey of Music History</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUP 283</td>
<td>Performance Studies: Clarinet</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUE 327</td>
<td>Analysis: [Topic]</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUE 407</td>
<td>Seminar: [Topic] (Band materials)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUP 353</td>
<td>Performance Studies: Clarinet</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic] Flute and clarinet</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society Social science group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUE 410</td>
<td>Experimental Course: [Topic] Jazz Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUE 406</td>
<td>Field Studies: [Topic] MUE 410 corequisite</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 486</td>
<td>Instrumental Conducting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUE 387</td>
<td>Teaching Laboratory I MUS 486 corequisite</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUP 353</td>
<td>Performance Studies: Clarinet</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUE 392</td>
<td>Instrumental Techniques: [Topic] Saxophone (Percussion)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>MUE 411</td>
<td>Band Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUE 388</td>
<td>Teaching Laboratory I MUE 411 corequisite</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Music in Music: Jazz Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 131</td>
<td>Music Theory I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 134</td>
<td>Aural Skills I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 137</td>
<td>Keyboard Skills I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUJ 180</td>
<td>Jazz</td>
<td>2</td>
<td>Performance Laboratory</td>
</tr>
<tr>
<td>MUP 184</td>
<td>Performance Studies: Saxophone (Jazz)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 358</td>
<td>Music in World Cultures</td>
<td>4</td>
<td>Arts and letters group course that satisfies international cultures multicultural requirement</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 132</td>
<td>Music Theory II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 135</td>
<td>Aural Skills II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 138</td>
<td>Keyboard Skills II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUJ 181</td>
<td>Jazz</td>
<td>2</td>
<td>Performance Laboratory</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Milestones</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------</td>
<td>---------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUP 184</td>
<td>Performance Studies: Saxophone (Jazz)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 184</td>
<td>Performance Studies: Saxophone (Classical)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

**Total Credits** 49

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 182</td>
<td>Jazz Performance Laboratory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 184</td>
<td>Performance Studies: Saxophone (Jazz)</td>
<td>2</td>
<td>Jury to 200-level</td>
</tr>
<tr>
<td>MUP 184</td>
<td>Performance Studies: Saxophone (Classical)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

**Total Credits** 47

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 474</td>
<td>Jazz Repertoire I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUJ 480</td>
<td>Jazz Arranging I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUJ 391</td>
<td>Jazz Laboratory Band II</td>
<td>1</td>
<td>Upper-division elective course</td>
</tr>
<tr>
<td>MUS 267</td>
<td>Survey of Music History</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUJ 270</td>
<td>Jazz Theory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 284</td>
<td>Performance Studies: Saxophone (Jazz)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 284</td>
<td>Performance Studies: Saxophone (Classical)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUJ 474</td>
<td>Jazz Repertoire I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUJ 480</td>
<td>Jazz Arranging I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUJ 391</td>
<td>Jazz Laboratory Band II</td>
<td>1</td>
<td>Upper-division elective course</td>
</tr>
<tr>
<td>MUS 267</td>
<td>Survey of Music History</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUJ 270</td>
<td>Jazz Theory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 284</td>
<td>Performance Studies: Saxophone (Jazz)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUP 284</td>
<td>Performance Studies: Saxophone (Classical)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 395</td>
<td>Band: [Topic]</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 4

**Total Credits** 47
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUJ 475</td>
<td>Jazz Repertoire II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUJ 481</td>
<td>Jazz Arranging II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUJ 351</td>
<td>History of Jazz, 1940 to Present</td>
<td>4</td>
<td>Satisfies American cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>multicultural requirement</td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUJ 391</td>
<td>Jazz Laboratory Band II Upper-division</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 384</td>
<td>Performance Studies: Saxophone</td>
<td>2</td>
<td>Upper-division elective</td>
</tr>
<tr>
<td></td>
<td>elective course</td>
<td></td>
<td>course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUJ 476</td>
<td>Jazz Repertoire III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUJ 482</td>
<td>Jazz Arranging III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUJ 391</td>
<td>Jazz Laboratory Band II Upper-division</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 384</td>
<td>Performance Studies: Saxophone</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Junior performance barrier exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Music in Music Performance**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUJ 478</td>
<td>Advanced Jazz Repertoire II or Advanced</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jazz Arranging II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUJ 392</td>
<td>Oregon Jazz Ensemble: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 394</td>
<td>Chamber Ensemble: Upper-division</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUJ 479</td>
<td>Advanced Jazz Repertoire III or Advanced</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jazz Arranging III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUJ 395</td>
<td>Small Jazz Ensemble: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUJ 392</td>
<td>Oregon Jazz Ensemble: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 394</td>
<td>Chamber Ensemble: Upper-division</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elective course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

**Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 131</td>
<td>Music Theory I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 134</td>
<td>Aural Skills I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 137</td>
<td>Keyboard Skills I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUP 175</td>
<td>Performance Studies: Violin</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 396</td>
<td>Orchestra: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Credits</td>
<td>Milestones</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group course that satisfies international cultures multicultural requirement</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 132 Music Theory II</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 135 Aural Skills II</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 138 Keyboard Skills II</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 175 Performance Studies: Violin</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 396 Orchestra: [Topic]</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121 College Composition I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 133 Music Theory III</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 136 Aural Skills III</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 139 Keyboard Skills III</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 175 Performance Studies: Violin</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 396 Orchestra: [Topic]</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 122 College Composition II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>45</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Junior recital

<table>
<thead>
<tr>
<th>Credits</th>
<th>14</th>
</tr>
</thead>
</table>

| Course | Total Credits | 45 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 475</td>
<td>Performance Studies: Violin</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 396</td>
<td>Orchestra: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 394</td>
<td>Chamber Ensemble: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 475</td>
<td>Performance Studies: Violin</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 396</td>
<td>Orchestra: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 394</td>
<td>Chamber Ensemble: [Topic]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 475</td>
<td>Performance Studies: Violin</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 396</td>
<td>Orchestra: [Topic]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Senior recital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

### Admission

Applicants must satisfy general university, Graduate School, and School of Music and Dance requirements governing admission. See the Graduate School section of this catalog for information about credits, residence, and transfer of graduate work taken elsewhere.

Submit an online Graduate Admission Application and a $70 (US) nonrefundable application fee. In addition, send two sets of sealed, official transcripts from all colleges or universities from which a bachelor’s and all subsequent degrees were earned; transcripts must show the degrees awarded. Address one set to Office of Admissions, 1217 University of Oregon, Eugene, Oregon 97403-1217. Address the second set to School of Music and Dance, Graduate Admissions, 1225 University of Oregon, Eugene, Oregon 97402-1225.

Doctoral PhD applicants must also send Graduate Record Examination (GRE) scores from the General Test (verbal, quantitative, analytical). Scores must come directly from the Educational Testing Service (ETS). Instruct the ETS to send the scores electronically to the University of Oregon Graduate School, code 4846.

### Additional Requirements for International Students

International applicants must have a credential that is equivalent to a four-year bachelor’s degree earned in the United States. These credentials must be received from an institution recognized by the country’s educational body that oversees institutional approval, such as the Ministry of Education. Two copies of the following documents should be requested:

- Official transcripts
- Certified English translations of all college or university work
- If the degree and conferral date do not appear on the transcripts, official degree certificates with certified English translations

Send two sets of transcripts, one to the Office of Admissions, 1217 University of Oregon, Eugene, Oregon 97403-1217 USA, the other to the School of Music and Dance, Graduate Admissions, 1225 University of Oregon, Eugene, Oregon 97402-1225 USA.

International applicants must file the International Student Financial Statement online.

International applicants from a non-English-speaking country must provide a TOEFL score of 575 or above (paper-based test) or 88 or above (Internet-based test) or an International English Language Testing System (IELTS) score of 7.0. The Office of Admissions will accept an electronic score or an official paper copy from the Educational Testing Service. International applicants from a non-English-speaking country cannot be admitted without a qualifying TOEFL score. International applicants who hold degrees from English-speaking American, Canadian, or British universities are not required to provide a TOEFL score.

### Master's Degree Admission

All submissions must include the University of Oregon online Graduate Application (https://gradweb.uoregon.edu/online_app/application/)
Following are additional admission requirements for specific programs:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Admission Procedures and Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA, Musicology</td>
<td>Résumé; statement of purpose; two research or analysis papers in history or ethnomusicology; recent concert or recital programs (optional)</td>
</tr>
<tr>
<td>MA, Music Theory</td>
<td>Curriculum vitae; statement of purpose; two scholarly writing samples exemplifying scholarship and student's ability to develop a single, coherent line of reasoning and ability to analyze tonal or atonal music or both; Preliminary Written Exam for the Music Theory GTF (written test designed to evaluate part-writing and analysis skills); interview with music theory faculty</td>
</tr>
<tr>
<td>MMus, Music Composition</td>
<td>Résumé; statement of purpose; scholarly writing sample; evidence of live performance of student works; list of compositions; list of performances of compositions; scores of original works for large and small ensembles that demonstrate marked ability and technical skill in composition; audio or video recordings of compositions; interview with member of composition faculty (optional)</td>
</tr>
<tr>
<td>MMus, Music: Conducting (Choral, Orchestral, or Wind Ensemble)</td>
<td>Résumé; statement of purpose; scholarly writing sample; recent concert or recital programs conducted; preliminary audition recording; live audition and interview (if invited to campus following review of preliminary recorded audition). For conducting audition details, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf</td>
</tr>
<tr>
<td>MMus, Intermedia Music Technology</td>
<td>Résumé; statement of purpose; scholarly writing sample; recent concert or recital programs; intermedia music technology statement; intermedia music technology-related work summary; software-hardware experience; portfolio recordings</td>
</tr>
<tr>
<td>MMus, Music: Jazz Studies (Instrumental Performance or Composition-Arranging)</td>
<td>Résumé; statement of purpose; scholarly writing sample; repertoire list (optional); recent concert or recital programs (optional); preliminary audition recording (due by December 10); live audition, if selected from preliminary audition recording. For audition details, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf. For composition and arranging emphasis, submit two representative scores and recordings of arrangements and/or compositions for jazz ensemble. At least one of these pieces should be scored for a large ensemble (10 or more performers). Students admitted on the basis of recorded performances must perform a placement audition upon arrival on campus to begin studies.</td>
</tr>
<tr>
<td>MMus, Music Education</td>
<td>Baccalaureate in music education or equivalent from an institution accredited by the National Association of Schools of Music; copies of concert programs conducted; a résumé detailing teaching experience; a recent video recording of public school teaching and public school ensemble performances; a campus visit and interview with members of the music education faculty is recommended. Upon acceptance into the program, any student not possessing a music teaching license must successfully complete that process as part of earning the degree.</td>
</tr>
<tr>
<td>MMus, Music Performance</td>
<td>Résumé; statement of purpose; scholarly writing sample; repertoire list; recent concert or recital programs; audition (either live or recorded). For current audition requirements and procedures, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf. Flute and saxophone applicants must submit a preliminary audition recording by December 10. Note that any student admitted on the basis of a recorded performance must perform a placement audition upon arrival on campus to begin studies.</td>
</tr>
</tbody>
</table>
MMus, Music: Piano Pedagogy

Résumé; statement of purpose; scholarly writing sample; repertoire list; recent concert or recital programs; video of student teaching a beginning-level student and an intermediate- or advanced-level student; either a live or a recorded audation. Note that any student admitted on the basis of a recorded performance must perform a placement audation upon arrival on campus to begin studies.

**Doctoral Degree (Conditional Admission)**

Conditional admission is the normal admission status for persons entering the doctoral program. Conditionally admitted doctoral students become fully admitted after submitting an approved program plan at the end of the year of residency.

All submissions must include the University of Oregon online Graduate Application (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp); doctoral PhD applicants must submit Graduate Record Examination (GRE) scores.

Doctoral students in music must complete one primary area and one supporting area. Details are available from the School of Music and Dance graduate office. Following are additional admission requirements for specific programs:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Admission Procedures and Requirements</th>
<th>PhD, Musicology</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD and DMA, Music Composition</td>
<td>Résumé; statement of purpose; scholarly writing sample; evidence of live performance of works; list of compositions; list of performances of compositions; scores of original works for large and small ensembles that demonstrate marked ability and technical skill in composition; audio or video recordings of compositions; interview with a member of the composition faculty (optional)</td>
<td>Résumé; statement of purpose; two research or analysis papers in history or ethnomusicology; recent concert or recital programs (optional); if interested in historical performance practice, submit recent audio or video recordings of performances (optional)</td>
</tr>
<tr>
<td>PhD, Music Education</td>
<td>Résumé detailing evidence of at least three years of successful full-time music teaching experience in elementary or secondary public school or both; previous bachelor’s and master’s degrees from institutions accredited by the National Association of Schools of Music, at least one of which must be in music education; copies of concerts or programs conducted; a recent video recording of public school teaching and public school ensemble performances; and an on-campus interview with members of the music education faculty</td>
<td></td>
</tr>
<tr>
<td>DMA, Music Performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applicants to the DMA, music performance—piano pedagogy option program have two additional application requirements: (1) a list of pedagogical materials and literature used in the applicant’s teaching; and (2) a high-quality, 45-minute video recording demonstrating piano instruction of two different works to an advanced-level student. Teaching repertoire may be chosen from works such as the following: Bach two- and three-part inventions; Beethoven, Haydn, or Mozart sonatas, rondos, or a set of variations; a Chopin nocturne or Brahms intermezzo; a Debussy prelude, or a work by Ravel; a modern work written after 1900. Flute and saxophone applicants must submit a preliminary audition recording by December 10. Note that any student admitted on the basis of a recorded performance must perform a placement audation upon arrival on campus to begin studies.
## Admission Requirements for Doctoral Supporting Areas

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Admission Procedures and Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Piano</td>
<td>Repertoire list; live audition. For audition requirements, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf.</td>
</tr>
<tr>
<td>Composition</td>
<td>List of compositions; list of performances of compositions; scores of original works for large and small ensembles that demonstrate marked ability and technical skill in composition; audio or video recordings of compositions.</td>
</tr>
<tr>
<td>Conducting (Choral, Orchestral, or Wind Ensemble)</td>
<td>Recent concert or recital programs conducted; evidence of two years of successful conducting experience; preliminary audition recording; live audition and interview (if invited following review of preliminary recorded audition). For conduction audition details, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf. Supporting area applications for choral conducting are due December 10; all others apply during their first year of study.</td>
</tr>
<tr>
<td>Intermedia Music Technology</td>
<td>Intermedia music technology statement, intermedia music technology-related work summary; software-hardware experience; three portfolio recordings.</td>
</tr>
<tr>
<td>Jazz Studies (Instrumental Performance or Composition-Arranging)</td>
<td>Repertoire list; live audition. For jazz composition and arranging emphasis, submit two representative scores and recordings of arrangements and/or compositions for jazz ensemble. At least one of these pieces should be scored for a large ensemble (10 or more performers).</td>
</tr>
<tr>
<td>Multiple Woodwinds</td>
<td>Repertoire list; live audition. For audition details, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf.</td>
</tr>
</tbody>
</table>

### Music Education
- Résumé detailing evidence of at least two years of successful full-time music teaching experience in elementary or secondary public school or both; previous bachelor’s and master’s degrees from institutions accredited by the National Association of Schools of Music, at least one of which must be in music education; copies of concerts or programs conducted; a recent video recording of public school teaching and public school ensemble performances; and an on-campus interview with members of the music education faculty when visiting the UO for primary area.

### Musicology, Ethnomusicology, or Historical Performance Practice
- Statement of purpose (describing reasons for wanting to enroll in this supporting area); two research or analysis papers in history or ethnomusicology. Optional: if interested in historical performance practice, arrange an audition with the musicology faculty.

### Music Theory
- Two scholarly writing samples exemplifying scholarship and ability to develop a single, coherent line of reasoning and ability to analyze tonal or atonal music or both; take the Preliminary Written Exam for Music Theory GTF (a written test designed to evaluate part-writing and analysis skills).

### Performance
- Repertoire list; live audition

### Piano Pedagogy
- Repertoire list; live audition
Violin and Viola Pedagogy

Résumé or curriculum vitae emphasizing teacher training and experience; statement of purpose (one to two pages describing (a) the applicant’s experience with teaching and/or working with children ages preschool through high school, as well as students at the college level; (b) the applicant’s experience in working a part of a team, on a music teaching staff or otherwise; and (c) the applicant’s reason for wanting to enroll in this program and what motivates his or her desire to learn. This statement is in addition to the one requested for general admission); video recording of teaching, preferably in both group and private string instruction settings, no less than 30 minutes in length (this requirement may be waived if the applicant has no prior teaching experience). Supporting area applications for violin and viola pedagogy are due December 10.

Entrance Examinations

Before their first term of enrollment, students who are admitted into a graduate music degree program must take entrance examinations in music theory, aural skills, and music history. These examinations are administered before each fall term during Week of Welcome.

Students who score below 70 percent on the music theory and aural skills portions of the Graduate Entrance Exam are strongly advised to attend the Graduate Enrichment Laboratory, a focused tutoring session that meets regularly during the academic term. At the end of one or two terms of the lab, students take a second proficiency exam measuring their abilities. Students must pass either the Graduate Entrance Exam or subsequent proficiency exam in music theory and aural skills before enrolling in graduate-level music theory courses.

Students scoring between 50 and 69 percent on the music history portion of the Graduate Entrance Exam are required to take an extra music history survey course from the MUS 660–665 series (in addition to any MUS 660–665 courses required for the degree). Based on the test results and demonstrated areas of weakness, members of the musicology faculty determine one or two of the survey courses to be taken by the student.

Students scoring below 50 percent are required to take Survey of Music History (MUS 267), Survey of Music History (MUS 268), and Survey of Music History. These examinations are administered before each fall term during Week of Welcome.

Master’s Degree Requirements

In addition to the University of Oregon Graduate School’s requirements for master’s degrees, the School of Music and Dance has the following requirements. For additional information, contact the music graduate office or consult the Info for Grad Students (https://music.uoregon.edu/current-students/info-graduate-music-students) website.

A minimum of 9 credits must be taken in 600- or 700-level courses and at least one-half of the required credits must be in courses intended for graduate students only. Degree candidates must complete a terminal project (e.g., recital, thesis, project), all of which must be archived in one of the following locations: Music Services in Knight Library, Scholars’ Bank, ProQuest, or Cykler Music Education Library.

Master of Arts in Musicology

Performance Studies, at least three terms
Appropriate ensemble, at least three terms
MUS 503 Thesis
MUS 614 Introduction to Musicology
Select four of the following:
MUS 660 Music in the Middle Ages
MUS 661 Music in the Renaissance
MUS 662 Music in the Baroque Era
MUS 663 Music in the Classical Period
MUS 664 Music in the Romantic Era
MUS 665 Music in the 20th Century
MUS 507 Seminar: [Topic]
& MUS 607 Seminar: [Topic] (three seminars in Music History)
One graduate course in ethnomusicology
One course in music history/entomusicology, theory, or approved area other than music

Language Requirement

Proficiency in a second language selected in consultation with an advisor. Language courses taken to satisfy this requirement may not be used to fulfill the 49 total graduate credits.

Additional Requirements

A final oral examination reviewing the thesis and degree course work.

Master of Arts in Music Theory

Performance Studies, at least three terms
Appropriate ensemble, at least three terms
MUS 503 Thesis
MUS 516–517 Advanced Schenkerian Analysis
MUS 530–531 Schenkerian Analysis
MUS 611 Research Methods in Music
MUS 633 Advanced Schenkerian Analysis
MUS 634 Advanced Post-Tonal Theory
Select three of the following:
MUS 533–535 Counterpoint
MUS 607 Seminar: [Topic] (Music Theory)

Select two of the following:
MUS 660 Music in the Middle Ages
MUS 661 Music in the Renaissance
MUS 662 Music in the Baroque Era
MUS 663 Music in the Classical Period
MUS 664 Music in the Romantic Era
MUS 665 Music in the 20th Century

Total Credits

49-57

49-57

49-57
Language Requirement
Reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study or by two courses of the German for Reading Knowledge sequence, German for Reading Knowledge I (GER 470) and German for Reading Knowledge II (GER 471). Language courses taken to satisfy this requirement may not be used to fulfill the 54 total graduate credits.

Additional Requirements
A final oral examination reviewing the thesis and degree course work.

Master of Music in Intermedia Music Technology
Two 500-level seminars or courses in music outside the music technology area, approved by an advisor
MUS 550 SensorMusik 3
MUS 570 History of Electroacoustic Music 3
MUS 571 Musical Performance Networks 3
MUS 609 Terminal Project 9
MUS 611 Research Methods in Music 3
MUS 645 Advanced Electronic Composition 18
MUS 693 Oregon Electronic Device Orchestra 4
Two nonmusic courses, approved in advance by the advisor 6-8
Total Credits 55-59

Additional Requirements
- proficiency exam—a juried demonstration of the student’s mastery of specific software (Pro Tools, Cubase, Peak, Kyma, and Max)
- technical exam—a four-hour written examination on theoretical aspects of music technology
- intermedia essay—a take-home exam during which an essay is written on artistic and aesthetic issues related to music technology and other arts. The essay is written after passing the proficiency and technical exams and is read by three faculty members
- final oral examination—reviewing the terminal project and degree course work

Master of Music in Music: Jazz Studies—Instrumental Performance Emphasis
MUJ 577–579 Advanced Jazz Repertoire I-III 9
MUS 611 Research Methods in Music 3
MUE 639 Pedagogy and Practicum: [Topic] (Jazz Studies) 3
MUJ 661 Jazz Program Planning and Development 3
Jazz performance studies 12
Select one of the following: 3-6
MUJ 690 Jazz Laboratory Band III (three terms)
MUJ 691 Jazz Laboratory Band II (three terms)
MUJ 692 Oregon Jazz Ensemble (three terms)
MUJ 695 Small Jazz Ensemble: [Topic] (six terms) 6
At least four 500-level or above seminars or courses in music outside the jazz area 12-16
Electives at the 500-level or above to bring final total to 54 graduate credits 3
Total Credits 54-61

Additional Requirements
- successful completion of the graduate jazz performance barrier exam
- a full-length, recorded public recital or CD project demonstrating mastery of jazz performance and showcasing creativity
- a public lecture-presentation of independent research conducted under the guidance of a member of the jazz faculty
- a final oral examination with emphasis on jazz history, literature, and pedagogy
Both the recital-CD project and lecture-demonstration must have prior approval from the jazz studies committee.

Master of Music in Music: Jazz Studies—Composition-Arranging Emphasis
MUJ 583–584 Advanced Jazz Arranging I-II 6
MUJ 605 Reading and Conference: [Topic] (Research Presentation Preparation) 4
MUS 611 Research Methods in Music 3
MUE 639 Pedagogy and Practicum: [Topic] (Jazz Studies) 3
MUJ 660 Survey of Jazz Composition 3
MUJ 661 Jazz Program Planning and Development 3
Select one of the following: 6-12
MUJ 690 Jazz Laboratory Band III (six terms)
MUJ 691 Jazz Laboratory Band II (six terms)
MUJ 692 Oregon Jazz Ensemble (six terms)
MUJ 695 Small Jazz Ensemble: [Topic] (three terms) 3
At least four 500-level or above seminars or courses in music outside the jazz area 12-16
Electives at the 500-level or above to bring final total to 54 graduate credits 3
Total Credits 54-61

Additional Requirements
- successful completion of the graduate jazz arranging barrier exam
- a recorded public recital or CD project of works composed under the guidance of a member of the jazz faculty and approved by the jazz studies committee
- a public lecture-presentation of independent research conducted under the guidance of a member of the jazz faculty
- a final oral examination with emphasis on jazz history, literature, and pedagogy
1 Individualized study and experimental courses do not fulfill this requirement.
2 Seminar and courses must be approved by an advisor.
3 Chosen in consultation with an advisor.
Both the recital-CD project and lecture-demonstration must have prior approval from the jazz studies committee.

### Master of Music in Music: Conducting—Choral Emphasis

Performance Studies: Voice, at least three terms 6

MUS 607 Seminar: [Topic] (three terms of Advanced Choral Conducting) 6

MUS 607 Seminar: [Topic] (two terms of Choral literature courses) 6

MUE 609 Practicum: [Topic] (three terms) 6

MUS 611 Research Methods in Music 3

MUS 697 Chorus: [Topic] (three terms of Chamber Choir or University Singers) 6

Select two of the following: 6

- MUS 661 Music in the Renaissance
- MUS 662 Music in the Baroque Era
- MUS 663 Music in the Classical Period
- MUS 664 Music in the Romantic Era
- MUS 665 Music in the 20th Century

Select one of the following: 3

- MUS 605 Reading and Conference: [Topic] (OBF Chamber Choir)
- MUS 607 Seminar: [Topic] (Master Class in Conducting associated with the Oregon Bach Festival)

MUS 680–682 Historical Performance Practices I-III

Select one of the following: 3

- MUE 542 Teaching Singing in the Classroom
- MUE 639 Pedagogy and Practicum: [Topic] (Choral Conducting)

Electives in the area of emphasis, chosen in consultation with advisor to bring final total to 54 graduate credits 9

Total Credits 54

**Residence Requirement**

Three consecutive terms must be in residence, excluding summer sessions.

**Additional Requirements**

- final program portfolio
- as a culminating demonstration of professional capability in the major field, the student must conduct a juried, concert-length public performance or the equivalent
- piano proficiency examination
- a final oral examination that covers degree course work

### Master of Music in Music: Conducting—Orchestral Emphasis

MUS 611 Research Methods in Music 3

MUS 624 Instrumental Conducting Laboratory (six terms) 12

MUS 625 Orchestral Music: Bach to Beethoven 2

MUS 626 Orchestral Music: 1825 to Modern 2

MUS 629 Repertoire and Analysis 3

MUP Performance Studies (three terms) 6

Select two of the following: 6

- MUS 662 Music in the Baroque Era
- MUS 663 Music in the Classical Period
- MUS 664 Music in the Romantic Era
- MUS 665 Music in the 20th Century

Select one of the following: 3

- MUS 681 Historical Performance Practices II
- MUS 682 Historical Performance Practices III

Ensemble (three terms) 6

Electives at the 500 level or above in the area of emphasis 11

Total Credits 51

1 Ensemble must by approved by an advisor.

2 Chosen in consultation with an advisor.

**Additional Requirements**

- as a culminating demonstration of professional capability in the major field, the student must conduct a juried, concert-length public performance or the equivalent
- academic year in residence
- a final oral examination that covers degree course work
- a research paper dealing with some aspect of orchestral conducting

### Master of Music in Music: Conducting—Wind Ensemble Emphasis

Performance Studies at the 641 level or above, three terms

MUS 611 Research Methods in Music 3

MUS 620 Bibliography in Instrumental Conducting 3

MUS 621–623 Wind Repertoire 9

MUS 624 Instrumental Conducting Laboratory (three terms) 6

Select one of the following: 3

- MUS 660 Music in the Middle Ages
- MUS 661 Music in the Renaissance
- MUS 662 Music in the Baroque Era
- MUS 663 Music in the Classical Period
- MUS 664 Music in the Romantic Era
- MUS 665 Music in the 20th Century
- MUS 695 Band: [Topic] (three terms of Wind Ensemble) 6

Electives in the area of emphasis, chosen in consultation with an advisor 12

Total Credits 45

**Additional Requirements**

- as a culminating demonstration of professional capability in the major field, the student must conduct a juried rehearsal and concert-length public performance or the equivalent
- academic year in residence
- a final oral examination that covers degree course work
• a research paper dealing with some aspect of wind ensemble conducting

**Master of Music in Music: Piano Pedagogy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 571</td>
<td>Piano Pedagogy I: Teaching Beginners</td>
<td>3</td>
</tr>
<tr>
<td>MUE 572</td>
<td>Piano Pedagogy II: Teaching Groups</td>
<td>2</td>
</tr>
<tr>
<td>MUE 573</td>
<td>Piano Pedagogy III: Teaching Intermediate Levels</td>
<td>2</td>
</tr>
<tr>
<td>MUE 591</td>
<td>Advanced Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUE 609</td>
<td>Practicum: [Topic] (three terms)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 611</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 650–652</td>
<td>Piano Literature</td>
<td>9</td>
</tr>
<tr>
<td>MUP 641</td>
<td>Performance Studies: Piano (or above)</td>
<td>12</td>
</tr>
<tr>
<td>MUE 601</td>
<td>Research: [Topic] (Final Project)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 52-55

1. Minimum of 12 credits.
2. Chosen in consultation with an advisor.
3. Project and recital of at least 30 minutes of music performance. If pursuing a concurrent piano performance degree, a lecture-demonstration may serve in lieu of the recital.

**Additional Requirements**

A final oral examination reviewing the project and degree course work.

**Master of Music in Music Composition**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 571</td>
<td>Piano Pedagogy I: Teaching Beginners</td>
<td>3</td>
</tr>
<tr>
<td>MUE 572</td>
<td>Piano Pedagogy II: Teaching Groups</td>
<td>2</td>
</tr>
<tr>
<td>MUE 573</td>
<td>Piano Pedagogy III: Teaching Intermediate Levels</td>
<td>2</td>
</tr>
<tr>
<td>MUE 609</td>
<td>Practicum: [Topic] (three terms)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 611</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 650–652</td>
<td>Piano Literature</td>
<td>9</td>
</tr>
<tr>
<td>MUP 641</td>
<td>Performance Studies: Piano (or above)</td>
<td>12</td>
</tr>
<tr>
<td>MUE 601</td>
<td>Research: [Topic] (Final Project)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 72-76

1. A composition of substantial dimension, composed under the guidance of a member of the music composition faculty, performed and recorded on campus.

**Additional Requirements**

• proficiency in notation
• proficiency in orchestration
• proficiency in piano at level of MUP 271 Performance Studies: Piano or proficiency in Performance Studies: Voice (MUP 174) or above
• public performance—usually a graduate recital lasting 50 minutes—of works composed under the guidance of and approved by the composition faculty
• final oral examination reviewing the thesis and degree course work

**Master of Music in Music Education**

Candidates are required to establish an area of emphasis among the following:

• Choral music education (voice and piano must be used)
• Elementary general music education (voice and piano must be used)
• Instrumental music education: band (traditional wind or percussion instruments must be used)
• Instrumental music education: orchestra (violin, viola, cello, or double bass must be used)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 613</td>
<td>Research Methods in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUE 632</td>
<td>Music in School and Society</td>
<td>3</td>
</tr>
<tr>
<td>MUE 638</td>
<td>Curricular Strategies in Music Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 72-76

1. Select one of the following:

• MUS 551 Introduction to Ethnomusicology
• MUS 552 Musical Instruments of the World
• MUS 590 Balinese Gamelan (two terms)
• MUS 605 Reading and Conference: [Topic] (Thesis Proposal) 1
• MUS 611 Research Methods in Music 3
• MUS 640–642 Advanced Composition Studies (two years of sequence) 18

**Total Credits:** 72-76

1. Select one of the following:

• MUS 660 Music in the Middle Ages 3
• MUS 661 Music in the Renaissance
• MUS 662 Music in the Baroque Era
• MUS 663 Music in the Classical Period
• MUS 664 Music in the Romantic Era
• MUS 665 Music in the 20th Century

**Total Credits:** 72-76

1. Select one of the following:

• 500-level or above music theory, musicology, or ethnomusicology course 3-4
• 500-level or above music education courses in area of emphasis 12
• 600-level or above courses 2 6
• Ensemble, three terms 3-6
• Performance Studies, three terms 6-12
• Electives 6

**Total Credits:** 72-76

1. Select one of the following:
MUE 503  Thesis (and oral examination) 3
Major project of course work and oral examination 3,4
Major project of recital and oral examination 3,5

Total Credits 48-58

1 Chosen in consultation with advisor.
2 Suggested courses: Administration of School Music (MUE 636), Law and Governance (EDLD 627), or other courses approved by the advisor.
3 Oral examination covers all music education course work.
4 Course work is 6 credits of Research: [Topic] (MUE 601).
5 Requires enrollment in Performance Studies: Piano (MUP 641) through Performance Studies: Percussion (MUP 661) or above. During term of recital, must be enrolled in Performance Studies.

Additional Requirements
As needed, courses in expository writing.

Master of Music in Music Performance
Options are available in bass, bassoon, cello, clarinet, collaborative piano, euphonium, flute, guitar, harpsichord, horn, multiple woodwind or brass, oboe, organ, percussion, saxophone, solo piano, trombone, trumpet, tuba, viola, violin, violin and viola performance and pedagogy, and voice.

MUS 611  Research Methods in Music 3
Performance Studies 1,2,3 24
Appropriate ensemble, at least six terms 4 9-12
MUS 691  Collegium Musicum 5 1
Select one of the following:
MUS 660  Music in the Middle Ages
MUS 661  Music in the Renaissance
MUS 662  Music in the Baroque Era
MUS 663  Music in the Classical Period
MUS 664  Music in the Romantic Era
MUS 665  Music in the 20th Century
500-level or above music theory course 3-4
500-level or above course in musicology-ethnomusicology, theory, or literature 5 3-4
600-level or above course in musicology-ethnomusicology or theory 6 3-4

Total Credits 49-55

1 MUP 670 Performance Studies: Piano Accompanying through MUP 691 Performance Studies: Percussion
2 During the term of the public recital, enroll in Performance Studies: Piano Accompanying (MUP 670) through Performance Studies: Percussion (MUP 691). For procedures, consult advisor.
3 Exception is multiple woodwind or brass instruments option.
4 Exception is voice and multiple woodwind or brass instruments option.
5 Not required for saxophone students.
6 Exceptions are collaborative piano and voice options.

Ensemble Requirements
Before each fall term, students must audition for ensemble placement. Students entering winter and spring terms audition at the time of entrance. Factors for placement include the student’s preference, level of ability, major performance medium, educational and musical needs, and the needs of the school’s ensembles.

• Instrumental ensemble options: University Symphony Orchestra, Oregon Wind Ensemble, Oregon Symphonic Band
• Voice ensemble options: University Singers, Chamber Choir, Repertoire Singers, Opera Ensemble, Women's Choir
• Students studying harpsichord, organ, harp, or classical guitar may enroll in one of the following courses instead of large conducted ensembles:
  MUS 605  Reading and Conference: [Topic] 1-4
  MUS 691  Collegium Musicum 1-3
  MUS 694  Chamber Ensemble: [Topic] 1

• Students studying piano must enroll in the following courses:
  MUS 521–523  The Collaborative Pianist 6
  MUS 694  Chamber Ensemble: [Topic] (Accompanying) 3

• Students studying collaborative piano must enroll in the following course:
  MUS 694  Chamber Ensemble: [Topic] (Chamber Ensemble) 6

Additional Requirements
Final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Additional Requirements for Selected Options

Harpischord
MUS 605  Reading and Conference: [Topic] 3 (Harpsichord Literature)
MUS 650  Piano Literature 3

Multiple Woodwind or Brass Instruments
MUS 605  Reading and Conference: [Topic] (Wind Instrument Music) 3
Performance Studies, at least 3 credits in each secondary instrument 1 6
MUE 639  Pedagogy and Practicum: [Topic] (Woodwinds or Brass) 3

1 MUP 621 Performance Studies: Flute through MUP 630 Performance Studies: Tuba.

Additional Requirements

• Public recital of both solo and ensemble music on the primary instrument, and performance of a substantial composition on each of the two secondary instruments during a public student recital
• final oral examination with emphasis on history, literature, and pedagogy of the primary and secondary instruments
### Organ

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 605</td>
<td>Reading and Conference: [Topic] (Organ Literature)</td>
<td>1-4</td>
</tr>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic] (Organ)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Percussion

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 694</td>
<td>Chamber Ensemble: [Topic] (Oregon Percussion Ensemble)</td>
<td>6-12</td>
</tr>
</tbody>
</table>

### Piano

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 650–652</td>
<td>Piano Literature</td>
<td>9</td>
</tr>
</tbody>
</table>

### Collaborative Piano

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 155–156</td>
<td>Introduction to Lyric Diction</td>
<td>4</td>
</tr>
<tr>
<td>MUS 567–568</td>
<td>Solo Vocal Music</td>
<td>6</td>
</tr>
<tr>
<td>MUS 605</td>
<td>Reading and Conference: [Topic]</td>
<td>2</td>
</tr>
<tr>
<td>MUP 671</td>
<td>Performance Studies: Piano</td>
<td>4</td>
</tr>
</tbody>
</table>

### Additional Requirements

- Two public recitals: consult an advisor for procedures.

### Stringed Instruments

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 694</td>
<td>Chamber Ensemble: [Topic] (Chamber Ensemble, three terms)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Violin and Viola Performance and Pedagogy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 611</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 629</td>
<td>Repertoire and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUE 641</td>
<td>College Music Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

- MUS 660 Music in the Middle Ages
- MUS 661 Music in the Renaissance
- MUS 662 Music in the Baroque Era
- MUS 663 Music in the Classical Period
- MUS 664 Music in the Romantic Era
- MUS 665 Music in the 20th Century

### Total Credits

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctor of Musical Arts Core Courses</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Doctor of Philosophy Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 611</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 629</td>
<td>Repertoire and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUE 641</td>
<td>College Music Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

- MUS 660 Music in the Middle Ages
- MUS 661 Music in the Renaissance
- MUS 662 Music in the Baroque Era
- MUS 663 Music in the Classical Period
- MUS 664 Music in the Romantic Era
- MUS 665 Music in the 20th Century

### Total Credits

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctoral Degree Requirements</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### General Degree Requirements

Other courses. Eight credits of nonmusic courses (excluding basic language courses taken to fulfill the language requirement) chosen in consultation with the faculty advisor. Students in the DMA program in music performance (collaborative piano option) must take courses in art history to fulfill this requirement. Students in the PhD program in music education are exempt from this requirement.

Ensemble. After conditional admission, students with a primary or supporting area in piano performance must enroll in three terms of piano accompaniment courses (The Collaborative Pianist (MUS 521), The Collaborative Pianist (MUS 522), The Collaborative Pianist (MUS 523)). Students with a primary area in music performance (collaborative piano option) must enroll in three terms of chamber ensemble accompaniment courses—Chamber Ensemble: [Topic] (MUS 694). Students with a primary or supporting area in voice, wind, string, or percussion performance must enroll in three consecutive terms of band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. Students with a primary area in voice may substitute Opera Workshop (MUS 698) for chorus.

One year of college study in each of the following languages: Italian, French, German.

### Voice

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 555–556</td>
<td>Lyric Diction</td>
<td>6</td>
</tr>
<tr>
<td>MUS 567–568</td>
<td>Solo Vocal Music</td>
<td>6</td>
</tr>
<tr>
<td>MUS 574–575</td>
<td>History of Opera</td>
<td>8</td>
</tr>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic] (Voice)</td>
<td>3</td>
</tr>
</tbody>
</table>

One year of college study in each of the following languages: Italian, French, German.

### Doctoral Degree Requirements

In addition to the Graduate School’s requirements for doctoral degrees, the School of Music and Dance has the following core and general requirements. For additional information, contact the music graduate office or consult the Info for Grad Students (https://music.uoregon.edu/current-students/info-graduate-music-students) website.

At least one-half of the required credits must be in courses intended for graduate students only.

When a graduate student is required to enroll as a full-time graduate student (e.g., doctoral year of residency, graduate teaching fellow), the student may not use undergraduate credits as part of the required 9 graduate credits for full-time enrollment. However, undergraduate credits that exceed the 9 graduate credits are acceptable.

### Doctoral of Musical Arts Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 611</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 629</td>
<td>Repertoire and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUE 641</td>
<td>College Music Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

- MUS 660 Music in the Middle Ages
- MUS 661 Music in the Renaissance
- MUS 662 Music in the Baroque Era
- MUS 663 Music in the Classical Period
- MUS 664 Music in the Romantic Era
- MUS 665 Music in the 20th Century

### Total Credits

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctor of Musical Arts Core Courses</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Doctor of Philosophy Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 611</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 629</td>
<td>Repertoire and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUE 641</td>
<td>College Music Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

- MUS 660 Music in the Middle Ages
- MUS 661 Music in the Renaissance
- MUS 662 Music in the Baroque Era
- MUS 663 Music in the Classical Period
- MUS 664 Music in the Romantic Era
- MUS 665 Music in the 20th Century

### Total Credits

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctoral Degree Requirements</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

1. Not required for PhD Music Education and PhD Musicology.
2. Students with a primary or supporting area in music theory are exempt from MUS 629.
3. Students with a primary or supporting area in composition must take Music in the 20th Century (MUS 665).
In making assignments, a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, University Singers, Chamber Choir, and Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles.

**Language.** PhD candidates, except those in music education, must demonstrate proficiency in a second and third language, usually chosen from French, German, and Italian. DMA candidates must demonstrate proficiency in a second language, usually French, German, or Italian. Students with a primary or supporting area in voice must complete two years of college study in French, German, or Italian and one year of college study in each of the other two.

### Specific Area Requirements

In addition to the degree requirements of the Graduate School and the School of Music and Dance for doctoral degrees referenced above, the following are specific requirements for primary and supporting areas. If approved by the supporting area advisor, courses used to fulfill primary requirements may also be used to fulfill supporting area requirements.

#### Doctor of Musical Arts in Music Composition—Primary Area

Primary area requirements are the same for the PhD and DMA degrees except for the choice of supporting area. PhD candidates choose from intermedia music technology, ethnomusicology, music education, music theory, or musicology. DMA candidates choose from collaborative piano, choral conducting, jazz studies, multiple woodwinds, music performance, orchestral conducting, piano pedagogy, violin and viola pedagogy, or wind ensemble conducting.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 516</td>
<td>Post-Tonal Theory I</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MUS 517</td>
<td>Post-Tonal Theory II</td>
<td></td>
</tr>
<tr>
<td>MUS 534</td>
<td>Advanced Post-Tonal Theory</td>
<td></td>
</tr>
<tr>
<td>MUS 530</td>
<td>Schenkerian Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 533–535</td>
<td>Counterpoint</td>
<td>12</td>
</tr>
<tr>
<td>MUS 538</td>
<td>Composers Forum (at least four terms)</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MUS 547</td>
<td>Digital Audio and Sound Design</td>
<td></td>
</tr>
<tr>
<td>MUS 548</td>
<td>Interactive Media Performance</td>
<td></td>
</tr>
<tr>
<td>MUS 645</td>
<td>Advanced Electronic Composition</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: | 2-4 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 551</td>
<td>Introduction to Ethnomusicology</td>
<td></td>
</tr>
<tr>
<td>MUS 552</td>
<td>Musical Instruments of the World</td>
<td></td>
</tr>
<tr>
<td>MUS 590</td>
<td>Balinese Gamelan (two terms)</td>
<td></td>
</tr>
<tr>
<td>500- or 600-level seminar or course in musicology/ethnomusicology or theory</td>
<td>3-4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 603</td>
<td>Dissertation</td>
<td>18</td>
</tr>
<tr>
<td>MUS 605</td>
<td>Reading and Conference: [Topic] (Composition Dissertation Proposal)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 639</td>
<td>Pedagogy and Practicum: [Topic] (Composition)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Advanced Composition Studies (two sequences) | 18 |

**Total Credits** | 75-77

1. Summer session enrollment requires advisor's consent.

**Note:** Candidates must take MUS 665 Music in the 20th Century as one of the two period survey courses in the core requirements (p. 862). (See Doctor of Philosophy Core Courses, which are listed elsewhere in this catalog.)

### Additional Requirements

- proficiency in notation
- proficiency in orchestration
- public performance (60-minute minimum) of compositions completed during doctoral study that have been approved by the music composition faculty—performance on the University of Oregon campus
- reading and recording of the dissertation

#### Doctor of Musical Arts in Music Performance—Primary Area

Options are available in bassoon, cello, clarinet, collaborative piano, data-driven instruments, euphonium, flute, horn, oboe, percussion, piano pedagogy and performance, solo piano, saxophone, trombone, trumpet, tuba, viola, violin, and voice.

Two or more seminars or courses in musicology-ethnomusicology or theory at the graduate level | 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic]</td>
<td>3</td>
</tr>
<tr>
<td>Performance studies, six terms</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>MUS 601</td>
<td>Research: [Topic] (Lecture-Document)</td>
<td>6,18</td>
</tr>
<tr>
<td>or MUS 603</td>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td>MUS 607</td>
<td>Seminar: [Topic] (DMA Thesis Organization)</td>
<td>1-5</td>
</tr>
<tr>
<td>MUS 650–652</td>
<td>Piano Literature</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Credits** | 49-65

2. DMA students may complete either option.
3. Summer session enrollment requires advisor's consent.
4. Piano students only.

### Additional Requirement

Three public performances (subject to prerecital approval by faculty jury) on the University of Oregon campus, including one solo recital. For students in the piano performance and pedagogy option: three public performances (recital, one-hour public presentation, one-hour public master class).

In addition, students in the collaborative piano option must meet the following requirements:

#### Collaborative Piano Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 555–556</td>
<td>Lyric Diction</td>
<td>6</td>
</tr>
<tr>
<td>MUS 567–568</td>
<td>Solo Vocal Music</td>
<td>6</td>
</tr>
<tr>
<td>MUS 574</td>
<td>History of Opera</td>
<td>4</td>
</tr>
</tbody>
</table>
or MUS 575 History of Opera
MUP 612 Performance Studies: Harpsichord 1 2
MUS 691 Collegium Musicum (one term) 3
MUS 694 Chamber Ensemble: [Topic] (Accompanying) (3 terms) 2
Two art history courses 3 8

1 Must be taken prior to Collegium Musicum (MUS 691).
2 Fulfills ensemble requirement.
3 Fulfills nonmusic courses.

**Piano Performance and Pedagogy Option**

MUE 528 Music for Early Childhood 3
MUE 547 Psychology of Music 3
MUE 571 Piano Pedagogy I: Teaching Beginners 3
MUE 572 Piano Pedagogy II: Teaching Groups 2
MUE 573 Piano Pedagogy III: Teaching Intermediate Levels 2
MUE 639 Pedagogy and Practicum: [Topic] (Piano Pedagogy and Practicum II) 3
MUE 639 Pedagogy and Practicum: [Topic] (Piano Pedagogy and Practicum III) 3

**Data-Driven Instruments Option**

MUS 550 SensorMusik 3
MUS 570 History of Electroacoustic Music 3
MUS 571 Musical Performance Networks 3

**Doctor of Philosophy in Music Composition—Primary Area**

Primary-area requirements are the same for the PhD and DMA degrees except for the choice of supporting area. PhD candidates choose from intermedia music technology, ethnomusicology, music education, music theory, or musicology. DMA candidates choose from collaborative piano, choral conducting, jazz studies, multiple woodwinds, music performance, orchestral conducting, piano pedagogy, violin and viola pedagogy, or wind ensemble conducting.

MUS 516 Post-Tonal Theory I 3
Select one of the following: 3
MUS 517 Post-Tonal Theory II
MUS 531 Schenkerian Analysis
MUS 634 Advanced Post-Tonal Theory
MUS 530 Schenkerian Analysis 3
MUS 533–535 Counterpoint 12
MUS 538 Composers Forum (at least four terms) 4
Select one of the following: 3-4
MUS 547 Digital Audio and Sound Design
MUS 548 Interactive Media Performance
MUS 645 Advanced Electronic Composition
Select one of the following: 2-4
MUS 551 Introduction to Ethnomusicology
MUS 552 Musical Instruments of the World
MUS 590 Balinese Gamelan (two terms)

500- or 600-level seminar or course in musicology/ethnomusicology or theory 3-4
MUS 603 Dissertation 1 18
MUS 605 Reading and Conference: [Topic] (Dissertation Proposal) 1
MUE 639 Pedagogy and Practicum: [Topic] (Composition) 3
MUS 640–642 Advanced Composition Studies (two sequences) 18

**Total Credits** 75-77

1 Summer session enrollment requires advisor’s consent.

**Note:** Candidates must take MUS 665 Music in the 20th Century as one of the two period survey courses in the core requirements (p. 862). (See Doctor of Philosophy Core Courses.)

**Additional Requirements**

- proficiency in notation
- proficiency in orchestration
- public performance (60-minute minimum) of compositions completed during doctoral study that have been approved by the music composition faculty—performance on the University of Oregon campus
- reading and recording of the dissertation

**Doctor of Philosophy in Music Education—Primary Area**

MUE 601 Research: [Topic] 1 3-6
MUE 603 Dissertation 1 18
MUE 613 Research Methods in Music Education 3
MUE 632 Music in School and Society 3
MUE 638 Curricular Strategies in Music Education 3
Qualitative research methods 3-4
Quantitative research methods 3-4
Music education research readings (seminar) 3

Additional graduate MUE courses in specialty area to be chosen in consultation with advisor 6

**Total Credits** 45-50

1 Summer session enrollment requires advisor’s consent.

**Note:** Candidates are exempt from nonmusic course requirements (p. 862) and core language course requirements (p. 862).

**Additional Requirement**

A minimum of two consecutive academic years (not including summer sessions) in residency at the University of Oregon.

**Doctor of Philosophy in Music Theory—Primary Area**

MUS 516 Post-Tonal Theory I 3
MUS 517 Post-Tonal Theory II 3
MUS 633 Advanced Schenkerian Analysis
MUS 530 Schenkerian Analysis 3
MUS 531 Schenkerian Analysis 3

1 Summer session enrollment requires advisor’s consent.

**Note:** Candidates are exempt from nonmusic course requirements (p. 862) and core language course requirements (p. 862).
MUS 533 Counterpoint 4
MUS 534 Counterpoint 4
MUS 535 Counterpoint 3-4
or MUS 630 History of Theory I
MUS 603 Dissertation 18
MUS 607 Seminar: [Topic] (Music Theory) 3
MUS 607 Seminar: [Topic] (Music Theory) 3
MUS 607 Seminar: [Topic] (Music Theory) 3
MUS 631 History of Theory II 3
MUS 632 History of Theory III 3
MUS 634 Advanced Post-Tonal Theory 3
MUE 639 Pedagogy and Practicum: [Topic] 3
Total Credits 62-63

1 Available during summer session only with advisor’s consent.

Note: Students with a primary area in music theory are exempt from MUS 629 Repertoire and Analysis.

Additional Requirement
One public lecture (subject to faculty approval) on the University of Oregon campus.

Doctor of Philosophy in Musicology—Primary Area
Select two of the following: 6
MUS 530 Schenkerian Analysis
MUS 531 Schenkerian Analysis
MUS 630 History of Theory I
MUS 631 History of Theory II
MUS 632 History of Theory III
MUS 633 Advanced Schenkerian Analysis
MUS 551 Introduction to Ethnomusicology 4
MUS 603 Dissertation 1 18
MUS 614 Introduction to Musicology 4
Five music history seminars (at least one 607) 15-20
MUE 639 Pedagogy and Practicum: [Topic] (Instrumental Duo) 3
MUS 643 Notation of Medieval and Renaissance Music 3

Select one of the following: 3
MUS 680 Historical Performance Practices I
MUS 681 Historical Performance Practices II
MUS 682 Historical Performance Practices III
MUS 691 Collegium Musicum 1
Total Credits 57-62

1 Available during summer session only with advisor’s consent.

Additional Requirements
• consult with advisor and develop a plan to remedy any deficiencies and prepare for comprehensive examinations (no credit earned for this preparation)
• one public lecture (subject to faculty approval) given on the University of Oregon campus

Supporting Area Options
Supporting area options include collaborative piano, choral conducting, ethnomusicology, independent research, intermedia music technology, jazz studies, multiple woodwinds, music education, music performance, music theory, musicology, orchestral conducting, piano pedagogy, violin and viola pedagogy, or wind ensemble conducting.

Choral Conducting—Supporting Area
MUE 602 Supervised College Teaching (Music) 3
MUS 607 Seminar: [Topic] (Choral Conducting) (three terms) 6
MUS 607 Seminar: [Topic] (Choral Literature) (two terms) 6
Select two of the following: 6
MUS 607 Seminar: [Topic] (Master Class: Oregon Bach Festival)
MUS 680 Historical Performance Practices I
MUS 681 Historical Performance Practices II
MUS 682 Historical Performance Practices III
MUE 609 Practicum: [Topic] 2
MUP 614 Performance Studies: Voice (three terms) 6-12
or MUP 644 Performance Studies: Voice (Conducting) 3
MUE 639 Pedagogy and Practicum: [Topic] (Conducting) 3
MUS 697 Chorus: [Topic] (Chamber Choir or University Singers) (three terms) 6
Total Credits 38-44

Additional Requirements
• piano proficiency demonstrated by examination
• one public choral conducting performance (faculty approval required)
• diction proficiency in French, German, Italian, and Latin, which may be demonstrated by successfully completing Lyric Diction (MUS 555–556) or by examination

Collaborative Piano—Supporting Area: Instrumental Emphasis
Both options require a 60-minute public recital, which may show either vocal or instrumental emphasis, though both must be represented. The student must enroll in Performance Studies: Piano Accompanying (MUP 670) the term before and the term of the degree recital. The recital must be performed on the University of Oregon campus.

MUS 155–156 Introduction to Lyric Diction 4
MUS 521–523 The Collaborative Pianist 6
MUS 605 Reading and Conference: [Topic] (Instrumental Duo) 2
MUE 639 Pedagogy and Practicum: [Topic] (Piano Accompaniment) 3
MUP 670 Performance Studies: Piano Accompanying (at least three terms) 9
MUS 694 Chamber Ensemble: [Topic] (at least four terms) 4
Total Credits 28
Collaborative Piano—Supporting Area: Vocal Emphasis

MUS 155–156  Introduction to Lyric Diction
MUS 521–523  The Collaborative Pianist
Select one of the following:

Option 1
MUS 567–568  Solo Vocal Music (both terms)

Option 2
MUS 567–568  Solo Vocal Music (one term)
MUS 574–575  History of Opera (one term)
MUE 639  Pedagogy and Practicum: [Topic] (Piano Accompaniment)
MUP 670  Performance Studies: Piano Accompanying (at least three terms)

Total Credits 28-29

Ethnomusicology—Supporting Area

MUS 551  Introduction to Ethnomusicology
Select at least four of the following:

MUS 507  Seminar: [Topic] (on a topic in ethnomusicology)
MUS 508  Workshop: [Topic] (on a topic in ethnomusicology)
MUS 552  Musical Instruments of the World
MUS 558  Celtic Music
MUS 562  Popular Musics in the African Diaspora
MUS 605  Reading and Conference: [Topic] ¹
MUS 610  Experimental Course: [Topic] (Andean Music Ensemble)

Select one course listed above or from outside the School of Music and Dance (e.g., anthropology, folklore) in consultation with advisor

MUE 639  Pedagogy and Practicum: [Topic] (Ethnomusicology) ²

Total Credits 27

¹ Available during summer session only with advisor’s consent.
² If primary area is musicology, not required.

Historical Performance Practice—Supporting Area

One art history course chosen in consultation with advisor

MUS 533  Counterpoint
or MUS 534  Counterpoint
MUS 607  Seminar: [Topic] (Rhetoric in Music)
MUS 614  Introduction to Musicology
MUS 630  History of Theory I
or MUS 631  History of Theory II
MUE 639  Pedagogy and Practicum: [Topic]
MUS 643  Notation of Medieval and Renaissance Music
MUS 660  Music in the Middle Ages
MUS 661  Music in the Renaissance

MUS 662  Music in the Baroque Era
MUS 663  Music in the Classical Period
Select two of the following:

MUS 680  Historical Performance Practices I
MUS 681  Historical Performance Practices II
MUS 682  Historical Performance Practices III
MUS 691  Collegium Musicum (at least four terms)

One undergraduate or graduate course or seminar in English, French, German, Italian, Latin, or Spanish literature before 1800, chosen in consultation with advisor

Proficiency in performance studies courses

Total Credits 50-51

Individualized Research—Supporting Area

Student must provide a statement describing the focus and goals, including a list of the courses and an approval page signed by one music faculty member who agrees to serve as the advisor. The individualized research supporting area program plan is subject to approval by the Music Graduate Committee.

1 A minimum of 24 graduate credits in music or outside of music, or a combination, including at least four regularly scheduled courses (i.e., not individualized study, studio lessons, ensemble or experimental courses).
2 The primary area advisor may not also serve as the supporting area advisor. However, if the focus of the supporting area is primarily outside of music, the plan of study must be approved by both a music faculty member who serves as coordinator (and may be the primary area advisor) and a faculty member from outside of music, who serves as the supporting area advisor.
3 The supporting area advisor will guide the student in the approved course plan and will administer the comprehensive exam, which will occur after the student completes all course work.

Intermedia Music Technology—Supporting Area

MUS 446  Computer Music Applications: [Topic]
MUS 547  Digital Audio and Sound Design
MUS 548  Interactive Media Performance
MUS 645  Advanced Electronic Composition (three terms)
MUE 639  Pedagogy and Practicum: [Topic] (Intermedia Music Technology)

Additional course in consultation with the advisor

Total Credits 22

Additional Requirement
A final lecture-recital.

Jazz Studies—Supporting Area: Jazz Arranging Option

Select one of the following:

MUJ 580–582  Jazz Arranging I-III
MUJ 583–585  Advanced Jazz Arranging I-III
### Jazz Studies—Supporting Area: Jazz Performance Option

Select one of the following:

- MUJ 574–576 Jazz Repertoire I-III
- MUJ 577–579 Advanced Jazz Repertoire I-III
- MUE 639 Pedagogy and Practicum: [Topic] (Jazz Studies)

Performance Studies, jazz only

- MUJ 695 Small Jazz Ensemble: [Topic] (three terms)

**Total Credits** 18

### Additional Requirements

- a recorded public recital and recording or CD project of works composed under the guidance of a member of the jazz faculty and approved by the jazz studies committee
- final comprehensive examination

### Multiple Woodwinds—Supporting Area

Performance Studies, select one of the following: 1,2 12-24

**Option 1**

- MUP 621 Performance Studies: Flute
- MUP 622 Performance Studies: Oboe
- MUP 623 Performance Studies: Clarinet
- MUP 624 Performance Studies: Saxophone
- MUP 625 Performance Studies: Bassoon

**Option 2**

- MUP 651 Performance Studies: Flute
- MUP 652 Performance Studies: Oboe
- MUP 653 Performance Studies: Clarinet
- MUP 654 Performance Studies: Saxophone
- MUP 655 Performance Studies: Bassoon

- MUS 605 Reading and Conference: [Topic] 3,4 6
- MUE 639 Pedagogy and Practicum: [Topic] (Multiple Woodwinds)

**Total Credits** 21-33

1. Performance studies in two secondary woodwind instruments chosen from flute, oboe, clarinet, saxophone, and bassoon, three terms each over two years.
2. A juried performance of a sonata or concerto from the standard repertoire and a chamber piece that includes the secondary woodwind instrument that was studied; literature selected in consultation with the faculty member teaching the instrument
3. One course for each secondary instrument covering the history and literature of that instrument. These courses are designed to suit the needs of the student by the faculty advisor for that area.
4. Available during summer session only with advisor’s consent.

### Music Composition—Supporting Area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 533–535</td>
<td>Counterpoint</td>
<td>12</td>
</tr>
<tr>
<td>MUS 538</td>
<td>Composers Forum (four terms)</td>
<td>4</td>
</tr>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic] (Composition)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 640–642</td>
<td>Advanced Composition Studies (four terms)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits** 31

**Note:** Candidates must take MUS 665 Music in the 20th Century as one of the two period survey courses in the core requirements (p. 862).

### Additional Requirements

- proficiency in notation
- proficiency in orchestration
- public performance (30-minute minimum) of music compositions completed during doctoral study that have been approved by the music composition faculty—must be presented on the University of Oregon campus

### Music Education—Supporting Area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 613</td>
<td>Research Methods in Music Education</td>
</tr>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic] (Music Education)</td>
</tr>
</tbody>
</table>

**Additional graduate MUE courses chosen in consultation with advisor** 9

Performance Studies, three terms 6-12

**Total Credits** 24-30

### Music Performance—Supporting Area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic]</td>
<td>3</td>
</tr>
<tr>
<td>Performance Studies, three terms</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Large ensemble, three terms</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
Additional Requirement

Two public performances (subject to prerecital approval by faculty hearing) on the University of Oregon campus. One must be a solo recital, with the exception of the collaborative piano option.

Students in the Music Performance—Supporting Area in voice are required to perform one public solo recital, and must complete one year of language study in each of three languages (French, Italian, and German).

Solo Piano Option

MUS 650–652 Piano Literature 9

Music Theory—Supporting Area

Select four of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 516</td>
<td>Post-Tonal Theory I</td>
</tr>
<tr>
<td>MUS 517</td>
<td>Post-Tonal Theory II</td>
</tr>
<tr>
<td>MUS 530</td>
<td>Schenkerian Analysis</td>
</tr>
<tr>
<td>MUS 531</td>
<td>Schenkerian Analysis</td>
</tr>
<tr>
<td>MUS 633</td>
<td>Advanced Schenkerian Analysis</td>
</tr>
<tr>
<td>MUS 634</td>
<td>Advanced Post-Tonal Theory</td>
</tr>
<tr>
<td>MUS 533</td>
<td>Counterpoint</td>
</tr>
<tr>
<td>MUS 534</td>
<td>Counterpoint</td>
</tr>
<tr>
<td>MUS 535</td>
<td>Counterpoint</td>
</tr>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic] (Music Theory) 3</td>
</tr>
</tbody>
</table>

In addition to primary area requirements, at least 3-4 one graduate-level course or seminar in musicology-ethnomusicology or music theory

Total Credits 18-19

Note: Candidates are exempt from MUS 629 Repertoire and Analysis in core requirements (p. 862).

Musicology—Supporting Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 551</td>
<td>Introduction to Ethnomusicology           4</td>
</tr>
<tr>
<td>MUS 614</td>
<td>Introduction to Musicology                 4</td>
</tr>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic] (Musicology) 3</td>
</tr>
<tr>
<td>MUS 660</td>
<td>Music in the Middle Ages                   3</td>
</tr>
<tr>
<td>MUS 665</td>
<td>Music in the 20th Century                  3</td>
</tr>
<tr>
<td>MUS 507</td>
<td>Seminar: [Topic]                           3-4</td>
</tr>
<tr>
<td>or MUS 607</td>
<td>Seminar: [Topic]                          3-4</td>
</tr>
</tbody>
</table>

Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 574</td>
<td>History of Opera</td>
</tr>
<tr>
<td>MUE 575</td>
<td>History of Opera</td>
</tr>
<tr>
<td>MUS 661</td>
<td>Music in the Renaissance</td>
</tr>
<tr>
<td>MUS 662</td>
<td>Music in the Baroque Era</td>
</tr>
<tr>
<td>MUS 663</td>
<td>Music in the Classical Period</td>
</tr>
<tr>
<td>MUS 664</td>
<td>Music in the Romantic Era</td>
</tr>
<tr>
<td>MUS 680</td>
<td>Historical Performance Practices I</td>
</tr>
<tr>
<td>MUS 681</td>
<td>Historical Performance Practices II</td>
</tr>
<tr>
<td>MUS 682</td>
<td>Historical Performance Practices III</td>
</tr>
</tbody>
</table>

Seminar in jazz

Other course approved by the advisor

Total Credits 23-25

Orchestral Conducting—Supporting Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 620</td>
<td>Bibliography in Instrumental Conducting    3</td>
</tr>
<tr>
<td>MUS 624</td>
<td>Instrumental Conducting Laboratory (three terms) 6</td>
</tr>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic] (Conducting) 3</td>
</tr>
<tr>
<td>MUS 625</td>
<td>Orchestral Music: Bach to Beethoven        2</td>
</tr>
<tr>
<td>MUS 626</td>
<td>Orchestral Music: 1825 to Modern           2</td>
</tr>
<tr>
<td>MUS 681</td>
<td>Historical Performance Practices II        3</td>
</tr>
<tr>
<td>or MUS 682</td>
<td>Historical Performance Practices III      3</td>
</tr>
<tr>
<td>Ensemble approved by advisor</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Performance Studies, three terms 1 6-12

Total Credits 28-37

Additional Requirement

A juried rehearsal and a juried conducting performance in addition to those required at master’s level.

Piano Pedagogy—Supporting Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 571</td>
<td>Piano Pedagogy I: Teaching Beginners       3</td>
</tr>
<tr>
<td>MUE 572</td>
<td>Piano Pedagogy II: Teaching Groups         2</td>
</tr>
<tr>
<td>MUE 573</td>
<td>Piano Pedagogy III: Teaching Intermediate Levels 2</td>
</tr>
<tr>
<td>MUE 609</td>
<td>Practicum: [Topic] (three terms)           3</td>
</tr>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic] (Piano Pedagogy) 3</td>
</tr>
</tbody>
</table>

MUP 641 (or above) Performance Studies: Piano 12

Total Credits 25

Additional Requirement

If primary area is other than piano performance, a solo 30-minute piano recital (subject to prerecital approval by faculty hearing) on the University of Oregon campus.

Violin and Viola Pedagogy—Supporting Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 528</td>
<td>Music for Early Childhood                  3</td>
</tr>
<tr>
<td>MUE 530</td>
<td>Music Classroom Management (or other course approved by advisor) 3</td>
</tr>
<tr>
<td>MUE 559</td>
<td>Suzuki Pedagogy I                          3</td>
</tr>
<tr>
<td>MUE 560</td>
<td>Suzuki Pedagogy II                         3</td>
</tr>
<tr>
<td>MUE 561</td>
<td>Suzuki Pedagogy III                        3</td>
</tr>
<tr>
<td>MUE 562</td>
<td>Suzuki Pedagogy IV                         3</td>
</tr>
<tr>
<td>MUE 563</td>
<td>Pedagogy Methods: Violin and Viola         2</td>
</tr>
<tr>
<td>MUE 609</td>
<td>Practicum: [Topic] (six terms)             6</td>
</tr>
</tbody>
</table>
Additional Requirement

A 90-minute public master class.

Wind Ensemble Conducting—Supporting Area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 620</td>
<td>Bibliography in Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 621–623</td>
<td>Wind Repertoire</td>
<td>9</td>
</tr>
<tr>
<td>MUS 624</td>
<td>Instrumental Conducting Laboratory (three terms)</td>
<td>6</td>
</tr>
<tr>
<td>MUE 639</td>
<td>Pedagogy and Practicum: [Topic] (Conducting)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 695</td>
<td>Band: [Topic] (three terms)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Performance Studies, three terms</td>
<td>6-12</td>
</tr>
</tbody>
</table>

Total Credits: 33-39

Additional Requirement

A juried rehearsal and a juried conducting performance.

Program Requirements

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. Completion of core course work
2. Completion of all course work and additional requirements (e.g., recitals, CD recording, capstone presentation) in the examination area
3. Satisfaction of all general degree requirements (not mandatory if the supporting area exam is taken before the primary area exam)
4. Approval from area advisor

Additional information about comprehensive examinations is available from the music graduate office and the advisor.

Advancement to Candidacy

Advancement to candidacy is based on successful completion of comprehensive examinations, approval by the advisory committee of the dissertation or lecture-document proposal, and the recommendation of the advisor.

Dissertation

A dissertation is required in all doctoral degree programs except the DMA in performance, for which a lecture-document that focuses on some aspect of the performance medium may be substituted. Students in the DMA data-driven instruments track are required to complete a digital portfolio dissertation.

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 of Oregon campus.

Time Limit

Doctoral students have seven years from the term of matriculation to complete the degree. All course work, the comprehensive examinations, any required recitals, and the dissertation must be satisfactorily completed before the end of the seven-year period. If this period is exceeded, an additional year of residence or a new set of comprehensive examinations or both are required.

Research (MUE or MUS 601), Dissertation (MUE or MUS 603), and Reading and Conference (MUE, MUJ, or MUS 605) are available during summer session only with advisor's consent.

Final Oral Defense

A final oral defense is required in all degree programs. The candidate is expected to defend the dissertation or lecture-document and show a command of the primary area. Members of the dissertation or lecture-document advisory committee typically conduct the final examination; their appointment is subject to approval by the dean of the Graduate School.

Courses

MUE 199. Special Studies: [Topic]. 1-5 Credits. Repeatable.

MUE 326. Foundations of Music Education. 3 Credits. Professional orientation for prospective school music teachers; curricular, historical, philosophical, and social foundation of music education; ethical, professional, and social aspects of teaching; comprehensive field experience. Extra fee.

MUE 386. Teaching Laboratory I. 1 Credit. Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Prereq: admission to music education. Coreq: MUE 442.

MUE 387. Teaching Laboratory I. 1 Credit. Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Prereq: admission to music education. Coreq: MUS 484 or MUS 486.

MUE 388. Teaching Laboratory I. 1 Credit. Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Prereq: admission to music education. Coreq: MUE 411 or MUE 413.


MUE 401. Research: [Topic]. 1-21 Credits. Repeatable.

MUE 403. Thesis. 1-12 Credits. Repeatable.
MUE 405. Reading and Conference: [Topic]. 1-4 Credits. Repeatable. Individual study of topics at a level above that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

MUE 406. Field Studies: [Topic]. 1-21 Credits. Repeatable.

MUE 407. Seminar: [Topic]. 1-5 Credits. Repeatable. Various advanced topics offered periodically according to student and faculty interest and availability.

MUE 408. Workshop: [Topic]. 1-21 Credits. Repeatable. Various topics at a level above that available in the standard curriculum.

MUE 409. Practicum: [Topic]. 1-4 Credits. Repeatable. Practical experience in guiding learning activities.

MUE 410. Experimental Course: [Topic]. 1-5 Credits. Repeatable.

MUE 411. Band Methods. 3 Credits. Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Sequence. Repeatable once for a maximum of 6 credits; admission to the MUP 300 level in primary instrument required. Prereq: admission to music education major; admission to the MUP 300 level on primary instrument; MUE 392, MUS 486; coreq: MUE 388 or MUE 406.

MUE 412. Elementary Music Methods. 3 Credits. Introduction to a variety of skills and techniques necessary for successful music teaching in elementary school settings. Laboratory fee. Prereq: admission to music education; admission to the MUP 300 level; MUE 411, MUE 413; coreq: MUE 406, MUE 486.

MUE 413. Secondary Choral Methods. 3 Credits. Secondary choral music curriculum, teaching methods, sight singing and music literacy, developing independent musicianship, philosophical and social foundation of vocal music education in the public schools. Prereq: admission to music education major; admission to the MUP 300 level in voice or piano; MUS 484; coreq: MUE 388 or MUE 488.

MUE 420. Contemporary Methods. 3 Credits. Study of contemporary methodologies used in planning and implementation of musical experiences for children in elementary school, including Dalcroze, Kodaly, Orff, and comprehensive musicianship. Laboratory fee. Prereq: MUE 412, MUS 484.

MUE 428. Music for Early Childhood. 3 Credits. Musical characteristics and abilities of preschool children. Suitable materials and musical experiences; techniques involving parents and children in a laboratory setting. Laboratory fee. Repeatable once for maximum of 6 credits.

MUE 429. Music in Special Education. 3 Credits. Music for disabled or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners.

MUE 430. Music Classroom Management. 3 Credits. Techniques in classroom management; crises prevention and intervention; techniques for providing a safe and positive classroom environment; professional ethics and legal expectations. Repeatable twice for a maximum of 9 credits.

MUE 442. Teaching Singing in the Classroom. 3 Credits. Methods for teaching group vocal technique in the classroom with emphasis on elementary, mid-level, and emerging adult voices. Concentration on development of the adolescent changing voice. Prereq: admission to music education; coreq: MUE 386.

MUE 447. Psychology of Music. 3 Credits. Functions of the musical mind; knowledge and intellectual skills related to mature perception; implications for the teaching of music.

MUE 455. Marching Band Methods. 3 Credits. Teaching methods for secondary school marching bands.

MUE 456. String Methods. 3 Credits. Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools.


MUE 460. Suzuki Pedagogy II. 3 Credits. Development of skills for teaching beginning violin students using the Suzuki method, its philosophies, and Book II repertoire; methods for introducing music-reading and basic ensemble skills. Prereq: MUE 459.

MUE 461. Suzuki Pedagogy III. 3 Credits. Development of skills for teaching intermediate violin students using the Suzuki method, its philosophies, and Book III repertoire, as well as supplementary repertoire, etudes, and scale studies. Prereq: MUE 460.

MUE 462. Suzuki Pedagogy IV. 3 Credits. Development of skills for teaching advanced intermediate violin students using the Suzuki method, its philosophies, and Book IV repertoire, as well as supplementary repertoire, etudes, and scale studies. Prereq: MUE 461.

MUE 463. Pedagogy Methods: Violin and Viola. 2 Credits. Principles and techniques of violin and viola teaching selected from the pedagogical approaches of Flesch, Galamian, Dounis, Rolland.

MUE 471. Piano Pedagogy I: Teaching Beginners. 3 Credits. In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Offered alternating years.


MUE 486. Teaching Laboratory II. 1 Credit. Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Prereq: admission to music education.
MUE 487. Teaching Laboratory II. 1 Credit.  
Practice in teaching using microteaching techniques and music education methods in a laboratory setting.  
Prereq: admission to music education.

MUE 488. Teaching Laboratory II. 1 Credit.  
Practice in teaching using microteaching techniques and music education methods in a laboratory setting.  
Prereq: admission to music education.

MUE 491. Advanced Pedagogy: [Topic]. 3 Credits.  
Sections in piano and other topics. Repeatable twice in different topics for maximum of 9 credits.

MUE 503. Thesis. 1-16 Credits.  
Repeatable.

MUE 507. Seminar: [Topic]. 1-5 Credits.  
Repeatable. Various advanced topics offered periodically according to student and faculty interest and availability.

MUE 508. Workshop: [Topic]. 1-21 Credits.  
Repeatable. Various topics at a level above that available in the standard curriculum.

MUE 510. Experimental Course: [Topic]. 1-5 Credits.  
Repeatable.

MUE 511. Band Methods. 3 Credits.  
Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Sequence. Repeatable once for a maximum of 6 credits; admission to the MUP 300 level in primary instrument or voice required.  
Prereq: admission to the MUP 300 level on primary instrument; MUE 392, MUS 486; coreq: MUE 388 or MUE 488.

MUE 512. Elementary Music Methods. 3 Credits.  
Introduction to a variety of skills and techniques necessary for successful music teaching in elementary school settings. Laboratory fee.  
Prereq: admission to music education; admission to the MUP 300 level; MUE 511, MUE 513; coreq: MUE 486, MUE 606.

MUE 513. Secondary Choral Methods. 3 Credits.  
Secondary choral music curriculum, teaching methods, sight singing and music literacy, developing independent musicianship, philosophical and social foundation of vocal music education in the public schools.  
Prereq: admission to the MUP 300 level in voice or piano; MUS 484/MUS 584; coreq: MUE 388 or MUE 488.

MUE 520. Contemporary Methods. 3 Credits.  
Study of contemporary methodologies used in planning and implementation of musical experiences for children in elementary school, including Dalcroze, Kodaly, Orff, and comprehensive musicianship. Laboratory fee.  
Prereq: MUE 412/MUE 512, MUS 484/MUS 584.

MUE 528. Music for Early Childhood. 3 Credits.  
Musical characteristics and abilities of preschool children. Suitable materials and musical experiences; techniques involving parents and children in a laboratory setting. Laboratory fee. Repeatable once for maximum of 6 credits.

MUE 529. Music in Special Education. 3 Credits.  
Music for disabled or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners.

MUE 530. Music Classroom Management. 3 Credits.  
Techniques in classroom management; crises prevention and intervention; techniques for providing a safe and positive classroom environment; professional ethics and legal expectations. Repeatable twice for a maximum of 9 credits.

MUE 542. Teaching Singing in the Classroom. 3 Credits.  
Methods for teaching group vocal technique in the classroom with emphasis on elementary, mid-level, and emerging adult voices. Concentration on development of the adolescent changing voice.  
Prereq: admission to music education; coreq: MUE 386.

MUE 547. Psychology of Music. 3 Credits.  
Functions of the musical mind; knowledge and intellectual skills related to mature perception; implications for the teaching of music.

MUE 555. Marching Band Methods. 3 Credits.  
Teaching methods for secondary school marching bands.

MUE 556. String Methods. 3 Credits.  
Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools.

MUE 559. Suzuki Pedagogy I. 3 Credits.  
Development of skills for teaching beginning violin students and their parents using the Suzuki method, its philosophies, and Book I repertoire. Required observation and teaching assignment with Community Music Institute.

MUE 560. Suzuki Pedagogy II. 3 Credits.  
Development of skills for teaching beginning violin students using the Suzuki method, its philosophies, and Book II repertoire; methods for introducing music-reading and basic ensemble skills.  
Prereq: MUE 559; coreq: MUE 609 (Prac Community Music Institute).

MUE 561. Suzuki Pedagogy III. 3 Credits.  
Development of skills for teaching intermediate violin students using the Suzuki method, its philosophies, and Book III repertoire, as well as supplementary repertoire, etudes, and scale studies.  
Prereq: MUE 560; coreq: MUE 609 (Community Music Institute Preparation).

MUE 562. Suzuki Pedagogy IV. 3 Credits.  
Development of skills for teaching advanced intermediate violin students using the Suzuki method, its philosophies, and Book IV repertoire, as well as supplementary repertoire, etudes, and scale studies.  
Prereq: MUE 561.

MUE 563. Pedagogy Methods: Violin and Viola. 2 Credits.  
Principles and techniques of violin and viola teaching selected from the pedagogical approaches of Flesch, Galamian, Dounis, Rolland.

MUE 571. Piano Pedagogy I: Teaching Beginners. 3 Credits.  
In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Offered alternate years.

MUE 572. Piano Pedagogy II: Teaching Groups. 2 Credits.  
Methods and materials for group instruction of all ages and levels. Survey of learning theories and new technologies. Individual and group teaching experience. Offered alternate years.  
Prereq: MUE 471/MUE 571; coreq: MUE 609.

MUE 573. Piano Pedagogy III: Teaching Intermediate Levels. 2 Credits.  
Study of repertoire, technique, and teaching methods appropriate for intermediate-level piano students. Individual and master-class teaching experience. Offered alternate years.  
Prereq: MUE 472/MUE 572; coreq: MUE 609.
MUE 591. Advanced Pedagogy. 3 Credits.
Sections in piano and other topics. Repeatable twice in different topics for maximum of 9 credits.

MUE 601. Research: [Topic]. 1-16 Credits.
Repeatable.

MUE 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

MUE 603. Dissertation. 1-16 Credits.
Repeatable.

MUE 605. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable. Individual study of topics beyond regularly scheduled courses.
Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

MUE 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

MUE 607. Seminar: [Topic]. 1-16 Credits.
Repeatable.

MUE 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

MUE 609. Practicum: [Topic]. 1-4 Credits.
Repeatable. Professionally related experience, on campus or elsewhere, supervised by a qualified expert both in planning and in carrying out the project.
Prereq: knowledge and competence in the substance of the activity and in curricular planning.

MUE 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

MUE 613. Research Methods in Music Education. 3 Credits.
Experimental research including problem identification, research design, influencing variables, research tools, and the interpretation of data in relation to the teaching of music.

MUE 632. Music in School and Society. 3 Credits.
Musical experiences and responses in contemporary society; standards for musical quality. Elementary and secondary school music programs, past and present, and their relationships to the communities they serve.

MUE 636. Administration of School Music. 3 Credits.
Topics include facilities, budgets, capital equipment, sheet music purchase, music library, scheduling classes, school-year organization, grading, student handbooks, booster organizations, fundraising, public relations, concert preparation, and group travel.

MUE 638. Curricular Strategies in Music Education. 3 Credits.
Procedures for developing music courses for today’s schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education.

MUE 639. Pedagogy and Practicum: [Topic]. 3 Credits.
Teaching strategies and practical application. Topics include composition, conducting, ethnomusicology, jazz studies, music education, music history, music technology, music theory, performance practice, instrumental conducting, voice, keyboard, strings, woodwinds, brass, and percussion. Repeatable twice when topic changes for maximum of 9 credits.

MUE 641. College Music Teaching. 3 Credits.
Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology at the college level, instructional techniques, tests and measurements.

Courses

MUJ 180. Jazz Performance Laboratory. 2 Credits.
Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles.

MUJ 181. Jazz Performance Laboratory. 2 Credits.
Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles.

MUJ 182. Jazz Performance Laboratory. 2 Credits.
Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles.

MUJ 189. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

MUJ 270. Jazz Theory. 2 Credits.
Introduction to jazz harmony; chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines.

MUJ 271. Functional Jazz Piano I. 2 Credits.
Performance of one- and two-handed comping style including common voice-leading practices, scales, and harmonic formulas. Reading from chord symbols and lead sheets. Sequence.
Prereq: MUJ 270.

MUJ 272. Functional Jazz Piano II. 2 Credits.
Performance of one- and two-handed comping style including common voice-leading practices, scales, and harmonic formulas. Reading from chord symbols and lead sheets. Sequence.
Prereq: MUJ 271.

MUJ 273. Jazz Improvisation I. 2 Credits.
Task-oriented performance of selected standard jazz repertoire. Chord and scale study, solo transcription, analysis, pattern practice, simple compositional forms.
Prereq: MUJ 270.

MUJ 274. Jazz Improvisation II. 2 Credits.
Task-oriented performance of selected standard jazz repertoire. Chord alteration, chord substitution, reharmonization and chromaticism.
Prereq: MUJ 273.

MUJ 350. History of Jazz, 1900–1950. 4 Credits.
History, biography, multiculturalism, and racism in early jazz and swing through modern jazz. Includes Louis Armstrong, Duke Ellington, Charlie Parker, Dizzy Gillespie, Miles Davis.

MUJ 351. History of Jazz, 1940 to Present. 4 Credits.
History, biography, multiculturalism, and racism in modern jazz and free jazz to present. Includes Charlie Parker, Dizzy Gillespie, Miles Davis, John Coltrane, Ornette Coleman.

MUJ 390. Jazz Laboratory Band III. 1 Credit.
Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Repeatable six times for a maximum of 7 credits. Ensemble fee.
MUJ 391. Jazz Laboratory Band II. 1 Credit.
Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Repeatable six times for a maximum of 7 credits. Ensemble fee.

MUJ 392. Oregon Jazz Ensemble. 1-2 Credits.
Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Ensemble fee. Prereq: audition.

MUJ 395. Small Jazz Ensemble: [Topic]. 1-2 Credits.
Improvisation group. Study current and past small-group jazz performances. Repeatable six times for a maximum of 14 credits. Ensemble fee. Prereq: audition.

MUJ 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

MUJ 405. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.

MUJ 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

MUJ 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

MUJ 474. Jazz Repertoire I. 3 Credits.
Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence. Prereq: MUJ 274.

MUJ 475. Jazz Repertoire II. 3 Credits.
Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence. Prereq: MUJ 474.

MUJ 476. Jazz Repertoire III. 3 Credits.
Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence. Prereq: MUJ 475.

MUJ 477. Advanced Jazz Repertoire I. 3 Credits.
Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence. Prereq: MUJ 476.

MUJ 478. Advanced Jazz Repertoire II. 3 Credits.
Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence. Prereq: MUJ 477.

MUJ 479. Advanced Jazz Repertoire III. 3 Credits.
Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence. Prereq: MUJ 478.

MUJ 480. Jazz Arranging I. 3 Credits.
Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence. Prereq: MUJ 272.

MUJ 481. Jazz Arranging II. 3 Credits.
Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence. Prereq: MUJ 480.

MUJ 482. Jazz Arranging III. 3 Credits.
Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence. Prereq: MUJ 481.

MUJ 483. Advanced Jazz Arranging I. 3 Credits.
Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior degree recitals. Sequence. Prereq: MUJ 482.

MUJ 484. Advanced Jazz Arranging II. 3 Credits.

MUJ 485. Advanced Jazz Arranging III. 3 Credits.
Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior degree recitals. Sequence. Prereq: MUJ 484.

MUJ 503. Thesis. 1-16 Credits.
Repeatable.

MUJ 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

MUJ 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

MUJ 574. Jazz Repertoire I. 3 Credits.
Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence. Prereq: MUJ 474/MUJ 574.

MUJ 575. Jazz Repertoire II. 3 Credits.
Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence. Prereq: MUJ 475/MUJ 575.

MUJ 576. Jazz Repertoire III. 3 Credits.
Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence. Prereq: MUJ 476/MUJ 576.

MUJ 577. Advanced Jazz Repertoire I. 3 Credits.
Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence. Prereq: MUJ 475/MUJ 575.

MUJ 578. Advanced Jazz Repertoire II. 3 Credits.
Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence. Prereq: MUJ 476/MUJ 576.

MUJ 579. Advanced Jazz Repertoire III. 3 Credits.
Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence. Prereq: MUJ 477/MUJ 577.

MUJ 580. Jazz Arranging I. 3 Credits.
Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence.
MUJ 581. Jazz Arranging II. 3 Credits.
Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence.
Prereq: MUJ 480/MUJ 580.

MUJ 582. Jazz Arranging III. 3 Credits.
Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence.
Prereq: MUJ 481/MUJ 581.

MUJ 583. Advanced Jazz Arranging I. 3 Credits.
Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for graduate degree recitals. Sequence.
Prereq: MUJ 482/MUJ 582.

MUJ 584. Advanced Jazz Arranging II. 3 Credits.
Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for graduate degree recitals. Sequence.
Prereq: MUJ 483/MUJ 583.

MUJ 585. Advanced Jazz Arranging III. 3 Credits.
Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for graduate degree recitals. Sequence.
Prereq: MUJ 484/MUJ 584.

MUJ 605. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.

MUJ 660. Survey of Jazz Composition. 3 Credits.
Overview of important developments and historically significant figures in jazz composition and arranging. Analysis of their music and stylistic traits.

MUJ 661. Jazz Program Planning and Development. 3 Credits.
Designing and nurturing a successful jazz program. Jazz curriculum, grant writing, budgets, resources, organizing student support, setting and reaching program goals.

MUJ 690. Jazz Laboratory Band III. 1 Credit.
Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Repeatable six times for a maximum of 7 credits. Ensemble fee.

MUJ 691. Jazz Laboratory Band II. 1 Credit.
Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Repeatable six times for a maximum of 7 credits. Ensemble fee.

MUJ 692. Oregon Jazz Ensemble. 1-2 Credits.
Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Ensemble fee.

MUJ 695. Small Jazz Ensemble: [Topic]. 1-2 Credits.
Improvisation study. Group study current and past small-group jazz performances. Repeatable six times for a maximum of 14 credits. Ensemble fee.

Courses

MUP 100. Basic Performance Studies: Piano. 2 Credits.
Beginning-level group instruction for students with little or no previous training. Repeatable twice for maximum of 6 credits.

MUP 101. Basic Performance Studies: Voice. 2 Credits.
Beginning-level group instruction for students with little or no previous training. Repeatable twice for maximum of 6 credits.

MUP 102. Basic Performance Studies: Strings. 2 Credits.
Beginning-level individual instruction for students with little or no previous training. Repeatable twice for maximum of 6 credits.

MUP 103. Basic Performance Studies: Woodwinds. 2 Credits.
Beginning-level individual instruction for students with little or no previous training. Repeatable twice for maximum of 6 credits.

MUP 104. Basic Performance Studies: Brass. 2 Credits.
Beginning-level individual instruction for students with little or no previous training. Repeatable twice for maximum of 6 credits.

MUP 110. Basic Performance Studies: Classical Guitar. 2 Credits.
Studio Instruction. Repeatable twice for maximum of 6 credits.
Prereq: Audition.

MUP 120. Beginning Guitar I. 3 Credits.
Beginning-level group instruction in the fundamentals of guitar playing, song accompaniment, ensemble playing, reading music, basic music theory, and practice skills. Students must provide own instruments. Repeatable twice for maximum of 9 credits.

MUP 121. Beginning Guitar II. 3 Credits.
Continued study of topics in MUP 120 with emphasis on chord voicings, finger-style playing, and arranging. Requires music reading and barre-chord skills. Group instruction. Students must provide own instruments. Repeatable twice for maximum of 9 credits.

MUP 122. Funk Guitar. 2 Credits.
Fundamental techniques and theory used by guitarists to play in a funk style of music. Students must provide own instruments. Group instruction. Repeatable twice for a maximum of 6 credits.

MUP 127. Blues Guitar I. 2 Credits.
Introduction to blues chords, scales, songs, and related techniques. Designed for beginners; students must provide own instruments. Group instruction. Repeatable once for a maximum of 4 credits.

MUP 140.. 2-4 Credits.
Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits.
Prereq: Audition.

MUP 141. Performance Studies: Piano. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits.
Prereq: Audition.

MUP 142. Performance Studies: Harpsichord. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits.
Prereq: Audition.

MUP 143. Performance Studies: Organ. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits.
Prereq: Audition.

MUP 145. Performance Studies: Violin. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits.
Prereq: Audition.
MUP 146. Performance Studies: Viola. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 147. Performance Studies: Cello. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 148. Performance Studies: Bass. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 149. Performance Studies: Harp. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 150. Performance Studies: Guitar. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 151. Performance Studies: Flute. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 152. Performance Studies: Oboe. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 153. Performance Studies: Clarinet. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 154. Performance Studies: Saxophone. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 155. Performance Studies: Bassoon. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 156. Performance Studies: Trumpet. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 157. Performance Studies: French Horn. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 158. Performance Studies: Trombone. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 159. Performance Studies: Euphonium. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 160. Performance Studies: Tuba. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition.

MUP 161. Performance Studies: Percussion. 2-4 Credits.
Repeatable. Studio instruction in performance for students with minimal previous training. Repeatable eleven times for maximum of 48 credits. Prereq: Audition; coreq: MUS 394 Percussion Ensemble.

MUP 162. Performance Studies: [Topic]. 1-5 Credits.
Recent topics include Beatles Guitar Music, Jazz Drumset, Baroque Cello. Repeatable five times when topic changes for a maximum of 30 credits.

MUP 163. Functional Piano. 2 Credits.

MUP 171. Performance Studies: Piano. 2-4 Credits.

MUP 172. Performance Studies: Harpsichord. 2-4 Credits.

MUP 173. Performance Studies: Organ. 2-4 Credits.

MUP 174. Performance Studies: Voice. 2-4 Credits.

MUP 175. Performance Studies: Violin. 2-4 Credits.

MUP 176. Performance Studies: Viola. 2-4 Credits.

MUP 177. Performance Studies: Cello. 2-4 Credits.

MUP 178. Performance Studies: Bass. 2-4 Credits.

MUP 179. Performance Studies: Harp. 2-4 Credits.

MUP 180. Performance Studies: Guitar. 2-4 Credits.

MUP 181. Performance Studies: Flute. 2-4 Credits.

MUP 182. Performance Studies: Oboe. 2-4 Credits.

MUP 183. Performance Studies: Clarinet. 2-4 Credits.
MUP 184. Performance Studies: Saxophone. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition.

MUP 185. Performance Studies: Bassoon. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition.

MUP 186. Performance Studies: Trumpet. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition.

MUP 187. Performance Studies: French Horn. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition.

MUP 188. Performance Studies: Trombone. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition.

MUP 189. Performance Studies: Euphonium. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition.

MUP 190. Performance Studies: Tuba. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition.

MUP 191. Performance Studies: Percussion. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition; coreq: MUS 394 Percussion Ensemble.

MUP 199. Special Studies: [Topic]. 1-5 Credits.
Recent topics include Breathing Technique and Tuba-Euphonium Routine.

MUP 271. Performance Studies: Piano. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 272. Performance Studies: Harpsichord. 2-4 Credits.
Repeatable. Studio Instruction.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 273. Performance Studies: Organ. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 274. Performance Studies: Voice. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 275. Performance Studies: Violin. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 276. Performance Studies: Viola. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 277. Performance Studies: Cello. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 278. Performance Studies: Bass. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 279. Performance Studies: Harp. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 280. Performance Studies: Guitar. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 281. Performance Studies: Flute. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 282. Performance Studies: Oboe. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 283. Performance Studies: Clarinet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 284. Performance Studies: Saxophone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 285. Performance Studies: Bassoon. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 286. Performance Studies: Trumpet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 287. Performance Studies: French Horn. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 288. Performance Studies: Trombone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 289. Performance Studies: Euphonium. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 290. Performance Studies: Tuba. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level.

MUP 291. Performance Studies: Percussion. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of 100 level; coreq: MUS 394 Percussion Ensemble.
MUP 341. Performance Studies: Piano. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 342. Performance Studies: Harpsichord. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 343. Performance Studies: Organ. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 344. Performance Studies: Voice. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 345. Performance Studies: Violin. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 346. Performance Studies: Viola. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 347. Performance Studies: Cello. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 348. Performance Studies: Bass. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 349. Performance Studies: Harp. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 350. Performance Studies: Guitar. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 351. Performance Studies: Flute. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 352. Performance Studies: Oboe. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 353. Performance Studies: Clarinet. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 354. Performance Studies: Saxophone. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 355. Performance Studies: Bassoon. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 356. Performance Studies: Trumpet. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 357. Performance Studies: French Horn. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 358. Performance Studies: Trombone. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 359. Performance Studies: Euphonium. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 360. Performance Studies: Tuba. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq for majors: enroll in major ensemble.

MUP 361. Performance Studies: Percussion. 2-4 Credits. 
Repeatable. Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of 200 level; coreq: MUS 394 Percussion Ensemble; additional coreq for majors: enroll in major ensemble.

MUP 362. Performance Studies: [Topic]. 1-5 Credits. 
Recent topics include Baroque Cello, Jazz Improvisation, Jazz Composition. Repeatable five times when topic changes for a maximum of 30 credits.

MUP 371. Performance Studies: Piano. 2-4 Credits. 
Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 271; coreq for majors: enroll in major ensemble.

MUP 372. Performance Studies: Harpsichord. 2-4 Credits. 
Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 272; coreq for majors: enroll in major ensemble.

MUP 373. Performance Studies: Organ. 2-4 Credits. 
Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 273; coreq for majors: enroll in major ensemble.

MUP 374. Performance Studies: Voice. 2-4 Credits. 
Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 274; coreq for majors: enroll in major ensemble.

MUP 375. Performance Studies: Violin. 2-4 Credits. 
Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 275; coreq for majors: enroll in major ensemble.

MUP 376. Performance Studies: Viola. 2-4 Credits. 
Studio instruction. Repeatable six times. 
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 276; coreq for majors: enroll in major ensemble.
MUP 277. Performance Studies: Cello. 2-4 Credits.
Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 277; coreq for majors: enroll in major ensemble.

MUP 380. Performance Studies: Oboe. 2-4 Credits.
Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 280; coreq for majors: enroll in major ensemble.

MUP 381. Performance Studies: Flute. 2-4 Credits.
Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 281; coreq for majors: enroll in major ensemble.

MUP 371. Performance Studies: Piano. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 291; coreq: MUS 394 Percussion Ensemble; additional coreq for majors: enroll in major ensemble.

MUP 471. Performance Studies: Piano. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 371; coreq for majors: enroll in major ensemble.

MUP 472. Performance Studies: Harpsichord. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 372; coreq for majors: enroll in major ensemble.

MUP 473. Performance Studies: Organ. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 373; coreq for majors: enroll in major ensemble.

MUP 474. Performance Studies: Voice. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 374; coreq for majors: enroll in major ensemble.

MUP 475. Performance Studies: Violin. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 375; coreq for majors: enroll in major ensemble.

MUP 476. Performance Studies: Viola. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 376; coreq for majors: enroll in major ensemble.

MUP 477. Performance Studies: Viola. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 377; coreq for majors: enroll in major ensemble.

MUP 478. Performance Studies: Bass. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 378; coreq for majors: enroll in major ensemble.

MUP 479. Performance Studies: Harp. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 379; coreq for majors: enroll in major ensemble.
MUP 484. Performance Studies: Saxophone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 384; coreq for majors: enroll in major ensemble.

MUP 485. Performance Studies: Bassoon. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 385; coreq for majors: enroll in major ensemble.

MUP 486. Performance Studies: Trumpet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 386; coreq for majors: enroll in major ensemble.

MUP 487. Performance Studies: French Horn. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 387; coreq for majors: enroll in major ensemble.

MUP 488. Performance Studies: Trombone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 388; coreq for majors: enroll in major ensemble.

MUP 489. Performance Studies: Euphonium. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 389; coreq for majors: enroll in major ensemble.

MUP 490. Performance Studies: Tuba. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 390; coreq for majors: enroll in major ensemble.

MUP 491. Performance Studies: Percussion. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to demonstrate proficiency equivalent to completion of MUP 391; coreq: MUS 394 Percussion Ensemble; additional coreq for majors: enroll in major ensemble.

MUP 611. Performance Studies: Piano. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 271; coreq for majors: enroll in major ensemble.

MUP 612. Performance Studies: Harpsichord. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 272; coreq for majors: enroll in major ensemble.

MUP 613. Performance Studies: Organ. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 273; coreq for majors: enroll in major ensemble.

MUP 614. Performance Studies: Voice. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 274; coreq for majors: enroll in major ensemble.

MUP 615. Performance Studies: Violin. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 275; coreq for majors: enroll in major ensemble.

MUP 616. Performance Studies: Viola. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 276; coreq for majors: enroll in major ensemble.

MUP 617. Performance Studies: Cello. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 277; coreq for majors: enroll in major ensemble.

MUP 618. Performance Studies: Bass. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 278; coreq for majors: enroll in major ensemble.

MUP 619. Performance Studies: Harp. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 279; coreq for majors: enroll in major ensemble.

MUP 620. Performance Studies: Guitar. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 280; coreq for majors: enroll in major ensemble.

MUP 621. Performance Studies: Flute. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 281; coreq for majors: enroll in major ensemble.

MUP 622. Performance Studies: Oboe. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 282; coreq for majors: enroll in major ensemble.

MUP 623. Performance Studies: Clarinet. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 283; coreq for majors: enroll in major ensemble.

MUP 624. Performance Studies: Saxophone. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 284; coreq for majors: enroll in major ensemble.

MUP 625. Performance Studies: Bassoon. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 285; coreq for majors: enroll in major ensemble.
MUP 626. Performance Studies: Trumpet. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 286; coreq for majors: enroll in major ensemble.

MUP 627. Performance Studies: French Horn. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 287; coreq for majors: enroll in major ensemble.

MUP 628. Performance Studies: Trombone. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 288; coreq for majors: enroll in major ensemble.

MUP 629. Performance Studies: Euphonium. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 290; coreq for majors: enroll in major ensemble.

MUP 630. Performance Studies: Tuba. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 291; coreq: MUS 694 Percussion Ensemble; additional coreq for majors: enroll in major ensemble.

MUP 631. Performance Studies: Percussion. 2 Credits.
Repeatable. Studio instruction. Repeatable twice for a maximum of 6 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 293; coreq: MUS 694 Percussion Ensemble; additional coreq for majors: enroll in major ensemble.

MUP 641. Performance Studies: Piano. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 341 or MUP 371; coreq for majors: enroll in major ensemble.

MUP 642. Performance Studies: Harpsichord. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 342 or MUP 372; coreq for majors: enroll in major ensemble.

MUP 643. Performance Studies: Organ. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 343 or MUP 373; coreq for majors: enroll in major ensemble.

MUP 644. Performance Studies: Voice. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 344 or MUP 374; coreq for majors: enroll in major ensemble.

MUP 645. Performance Studies: Violin. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 345 or MUP 375; coreq for majors: enroll in major ensemble.

MUP 646. Performance Studies: Viola. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 346 or MUP 376; coreq for majors: enroll in major ensemble.

MUP 647. Performance Studies: Cello. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 347 or MUP 377; coreq for majors: enroll in major ensemble.

MUP 648. Performance Studies: Bass. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 348 or MUP 378; coreq for majors: enroll in major ensemble.

MUP 649. Performance Studies: Harp. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 349 or MUP 379; coreq for majors: enroll in major ensemble.

MUP 651. Performance Studies: Flute. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 351 or MUP 381; coreq for majors: enroll in major ensemble.

MUP 652. Performance Studies: Oboe. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 352 or MUP 382; coreq for majors: enroll in major ensemble.

MUP 653. Performance Studies: Clarinet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 353 or MUP 383; coreq for majors: enroll in major ensemble.

MUP 654. Performance Studies: Saxophone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 354 or MUP 384; coreq for majors: enroll in major ensemble.

MUP 655. Performance Studies: Bassoon. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 355 or MUP 385; coreq for majors: enroll in major ensemble.

MUP 656. Performance Studies: Trumpet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 356 or MUP 386; coreq for majors: enroll in major ensemble.

MUP 657. Performance Studies: French Horn. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 357 or MUP 387; coreq for majors: enroll in major ensemble.

MUP 658. Performance Studies: Trombone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 358 or MUP 388; coreq for majors: enroll in major ensemble.

MUP 659. Performance Studies: Euphonium. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 359 or MUP 389; coreq for majors: enroll in major ensemble.

MUP 660. Performance Studies: Tuba. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 360 or MUP 390; coreq for majors: enroll in major ensemble.

MUP 661. Performance Studies: Percussion. 2-4 Credits.
Repeatable. Studio instruction. Repeatable for maximum of 12 credits.
Prereq: Audition to demonstrate proficiency required for admission to MUP 361 or MUP 392; coreq: MUS 694 Percussion Ensemble; additional coreq for majors: enroll in major ensemble.
MUP 662. Advanced Performance Studies: [Topic]. 1-5 Credits.
Recent topics include Baroque Cello, Jazz Improvisation, Jazz Composition. Repeatable five times when topic changes for a maximum of 30 credits.

MUP 670. Performance Studies: Piano Accompanying. 2-4 Credits.
Repeatable. Studio instruction. Concentration on vocal and instrumental repertoire. Repeatable six times.
Prereq: Audition to master's level.

MUP 671. Performance Studies: Piano. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 672. Performance Studies: Harpsichord. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 673. Performance Studies: Organ. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 674. Performance Studies: Voice. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 675. Performance Studies: Violin. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 676. Performance Studies: Viola. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 677. Performance Studies: Cello. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 678. Performance Studies: Bass. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 679. Performance Studies: Harp. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 681. Performance Studies: Flute. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 682. Performance Studies: Oboe. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 683. Performance Studies: Clarinet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 684. Performance Studies: Saxophone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 685. Performance Studies: Bassoon. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 686. Performance Studies: Trumpet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 687. Performance Studies: French Horn. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 688. Performance Studies: Trombone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 689. Performance Studies: Euphonium. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 690. Performance Studies: Tuba. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 691. Performance Studies: Percussion. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to master's level.

MUP 741. Performance Studies: Piano. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 742. Performance Studies: Harpsichord. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 743. Performance Studies: Organ. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 744. Performance Studies: Voice. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 745. Performance Studies: Violin. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 746. Performance Studies: Viola. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 747. Performance Studies: Cello. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 748. Performance Studies: Bass. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 749. Performance Studies: Harp. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 751. Performance Studies: Flute. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 752. Performance Studies: Oboe. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 753. Performance Studies: Clarinet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.

MUP 754. Performance Studies: Saxophone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable six times.
Prereq: Audition to doctoral supporting level.
MUP 755. Performance Studies: Bassoon. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary level.

MUP 756. Performance Studies: Trumpet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary level.

MUP 757. Performance Studies: French Horn. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary level.

MUP 758. Performance Studies: Trombone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary level.

MUP 759. Performance Studies: Euphonium. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary level.

MUP 760. Performance Studies: Tuba. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral supporting level.

MUP 761. Performance Studies: Percussion. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral supporting level.

MUP 769. Performance Studies: Data-Driven Instruments. 2-4 Credits.
Examines how recent technology can be performed in real time to actuate and control musical outcomes. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 770. Performance Studies: Collaborative Piano. 2-4 Credits.
Studio instruction. Concentration of vocal and instrumental repertoire. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 771. Performance Studies: Piano. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 774. Performance Studies: Voice. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 775. Performance Studies: Violin. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 776. Performance Studies: Viola. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 777. Performance Studies: Cello. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 781. Performance Studies: Flute. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 782. Performance Studies: Oboe. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 783. Performance Studies: Clarinet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 784. Performance Studies: Saxophone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 785. Performance Studies: Bassoon. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 786. Performance Studies: Trumpet. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 787. Performance Studies: French Horn. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 788. Performance Studies: Trombone. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 789. Performance Studies: Euphonium. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 790. Performance Studies: Tuba. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

MUP 791. Performance Studies: Percussion. 2-4 Credits.
Repeatable. Studio instruction. Repeatable 11 times.
Prereq: Audition to doctoral primary area.

Courses

MUS 125. Understanding Music. 4 Credits.
Presents the basic elements of music, historical style periods of Western art music, development of jazz and popular music.

MUS 131. Music Theory I. 2 Credits.
Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence. Coreq: MUS 134, MUS 137.

MUS 132. Music Theory II. 2 Credits.
Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence. Prereq: MUS 131, MUS 134, MUS 137.

MUS 133. Music Theory III. 2 Credits.

MUS 134. Aural Skills I. 2 Credits.
Elementary ear training through sight singing, dictation, and related activities. Sequence. Coreq: MUS 131, MUS 137.

MUS 135. Aural Skills II. 2 Credits.
Elementary ear training through sight singing, dictation, and related activities. Sequence. Prereq: MUS 131, MUS 134, MUS 137.

MUS 136. Aural Skills III. 2 Credits.
MUS 137. Keyboard Skills I. 1 Credit.

MUS 138. Keyboard Skills II. 1 Credit.

MUS 139. Keyboard Skills III. 1 Credit.

MUS 141. Popular Piano and Musicianship I. 4 Credits.
Understanding general musicianship—what it is and how it relates to genre and culture—in popular music. Sequence with MUS 142, MUS 143.

MUS 142. Popular Piano and Musicianship II. 4 Credits.
Continuing study of musicianship—integrated music theory, ear training, and piano—through piano instruction in popular music styles. Sequence with MUS 141, MUS 143. Prereq: MUS 141.

MUS 143. Popular Piano and Musicianship III. 4 Credits.
Continuing study of musicianship—integrated music theory, ear training, and piano—through piano instruction in popular music styles. Sequence with MUS 141, MUS 142. Prereq: MUS 142.

MUS 151. Popular Songwriting. 4 Credits.
Composing and producing songs using software applications and studying historical examples to understand how musical techniques reflect societal trends and express ideas. Music background optional. Laboratory fee.

MUS 155. Introduction to Lyric Diction. 2 Credits.
Introduction to pronunciation of standard languages for students pursuing careers related to singing. The International Phonetic Alphabet is applied to the texts of simple repertoire. English, Italian, Spanish. Sequence. Coreq: MUP 174 or above, Voice.

MUS 156. Introduction to Lyric Diction. 2 Credits.
Introduction to pronunciation of standard languages for students pursuing careers related to singing. The International Phonetic Alphabet is applied to the texts of simple repertoire. German, French. Sequence. Prereq: MUS 155; coreq: MUP 174 or above, Voice.

MUS 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

MUS 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

MUS 227. Elements of Electronic Music. 4 Credits.
Introduction to experimental and popular electronic music. Topics include fundamental elements of musical construction, history, technology, composers, musicians, copyright law, sampling, styles, and aesthetics.

MUS 231. Music Theory IV. 2 Credits.
Study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence. Prereq: MUS 133, MUS 136, MUS 139 or equivalent.

MUS 232. Music Theory V. 2 Credits.
Study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence. Prereq: MUS 231.

MUS 233. Music Theory VI. 2 Credits.
Study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence. Prereq: MUS 232.

MUS 234. Aural Skills IV. 2 Credits.
Ear training through sight singing, dictation, and related activities. Sequence. Prereq: MUS 133, MUS 136, MUS 139 or equivalent.

MUS 235. Aural Skills V. 2 Credits.
Ear training through sight singing, dictation, and related activities. Sequence. Prereq: MUS 234.

MUS 236. Aural Skills VI. 2 Credits.
Ear training through sight singing, dictation, and related activities. Sequence. Prereq: MUS 235.

MUS 237. Keyboard Skills IV. 1 Credit.
Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Sequence. Keyboard lab fee. Prereq: MUS 133, MUS 136, MUS 139 or equivalent.

MUS 238. Keyboard Skills V. 1 Credit.

MUS 239. Keyboard Skills VI. 1 Credit.

MUS 240. Composition I. 3 Credits.
Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence. Prereq: MUS 133, MUS 136, MUS 139 or equivalent.

MUS 241. Composition I. 3 Credits.
Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence. Prereq: MUS 240.

MUS 242. Composition I. 3 Credits.
Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence. Prereq: MUS 241.

MUS 250. Popular Musics in Global Context. 4 Credits.
Surveys the global popular music landscape of the 20th and 21st centuries, with an emphasis on identity and cultural mixture.

MUS 264. Rock History, 1950–70. 4 Credits.
Evolution of rock emphasizing musical style and social context. Roots of rock through the British Invasion.
MUS 265. Rock History, 1965 to Present. 4 Credits.
Evolution of rock emphasizing musical style and social context. Psychedelic rock to early rap music.

MUS 267. Survey of Music History. 4 Credits.
Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Prereq: WR 121.

MUS 268. Survey of Music History. 4 Credits.
Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Prereq: WR 121.

MUS 269. Survey of Music History. 4 Credits.
Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Prereq: WR 121.

MUS 270. History of the Blues. 4 Credits.
Traces blues music from its African and African American roots through its 20th-century history and its influence on the values of jazz, rhythm and blues, and country music.

MUS 281. Music of the Woodstock Generation. 4 Credits.
Examines the relationship between popular music and social upheavals in the United States during the 1960s.

MUS 322. Music Fundamentals. 3 Credits.
Music notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and harmonic instruments. Laboratory fee. Educational foundations majors only. Prereq: MUS 233, MUS 236, MUS 239.

MUS 327. Analysis: [Topic]. 3 Credits.
Techniques of analysis in various types of music. Repeatable when topic changes. Prereq: MUS 233, MUS 236, MUS 239.

MUS 340. Composition II. 3 Credits.
Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 242 or equivalent.

MUS 341. Composition II. 3 Credits.
Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 340.

MUS 342. Composition II. 3 Credits.
Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 341.

MUS 345M. Music, Politics, and Race. 4 Credits.
Examines a variety of musical forms and their relationship to histories of racial and social justice, inequality, and political movements. Offered alternate years. Multilisted with ES 345M.

MUS 346. Music, Money, and the Law. 4 Credits.
Explores theory and history of relationship between money and music, and corresponding laws that govern shape that relationship. Topics include copyright, contract rights, media distribution technology, marketing, unions.

MUS 347. Music, Gender, Sexuality. 4 Credits.
Focuses on the intersections of gender, sexuality, race, and identity in popular music and the Western classical canon.

MUS 349. American Ethnic and Protest Music. 3 Credits.
Social change and ethnicity reflected by music of and about Native Americans, African Americans, and women as well as songs of protest and Spanish-speaking groups.

MUS 351. The Music of Bach and Handel. 4 Credits.
Compositions by Bach and Handel such as organ chorales, cantatas, oratorios, operas, and masses; cultural context in Germany, France, Italy, and England for the development of their styles.

MUS 353. Survey of Opera. 4 Credits.
Introduces great operas including works by Mozart, Wagner, and Verdi. Primarily for nonmajors.

MUS 356. Innovative Jazz Musicians: [Topic]. 4 Credits.
Covers one or two innovative and influential jazz musicians per term. Examines issues of history, biography, multiculturalism, racism, and critical reception. Repeatable twice when topic changes for a maximum of 12 credits.

MUS 358. Music in World Cultures. 4 Credits.
Examines the music of three world regions in their sociocultural context. Emphasis on listening skills, relationships between music and culture, aesthetics, styles, genres, music structures and forms, and participatory music making.

MUS 359. Music of the Americas. 4 Credits.
African American, Latin American, and Native American music in sociocultural context. Includes listening skills, music-culture relationship, aesthetics, styles, genres, music structures and forms, and participatory music making.

MUS 360. Hip-Hop Music: History, Culture, Aesthetics. 4 Credits.
Examines the history and evolution of hip-hop and rap music in the late 20th and early 21st centuries.

MUS 363. The Beatles and Their Times. 4 Credits.
Examines the music of the Beatles in the context of post–World War II English and United States cultures and 1960s Western youth cultures.

MUS 365. Regional Ethnomusicology: [Topic]. 4 Credits.
Students analyze the music and dance of a specified geographic region in relation to its culture. Covers local performance and genres, social constructions. Repeatable twice for a maximum of 12 credits when geographic region changes.

MUS 367. Survey of African Music. 4 Credits.
Students analyze musical expression—including traditional, neotraditional, and contemporary mass mediated popular music (Afropop)—in Africa and the diaspora.

MUS 380. Film: Drama, Photography, Music. 4 Credits.
Understanding the manner in which drama, photography, and music combine to form the whole through extensive viewing and analysis.

MUS 382. American Musical Theater. 4 Credits.
Students analyze selected American musicals in relation to social conditions and events at different junctures in the 19th, 20th, and 21st centuries. Offered alternate years.

MUS 384. Introduction to Conducting. 2 Credits.
Introduction to conducting with emphasis on the art and study of conducting, baton and left-hand technique, nonverbal communication, leadership, terminology, transpositions, and score reading. Prereq: MUS 233, MUS 236, MUS 239.
MUS 391. Collegium Musicum. 1-3 Credits.
Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee.
Prereq: audition.

MUS 393. Oregon Electronic Device Orchestra. 2 Credits.
Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions.
Prereq: MUS 447 or MUS 448.

MUS 394. Chamber Ensemble: [Topic]. 1 Credit.
Accompanying, Brass Ensemble, Chamber Ensemble, Trombone Ensemble, Tuba and Euphonium Ensemble, Studio Guitar Ensemble, Jazz Guitar Ensemble, Oregon Percussion Ensemble. Repeatable.
Prereq: audition (except chamber ensemble).

MUS 395. Band: [Topic]. 1-2 Credits.
Prereq: audition (except UO Campus Band and Oregon Marching Band).

MUS 396. Orchestra: [Topic]. 1-2 Credits.
Prereq: audition (except Campus Orchestra).

MUS 397. Chorus: [Topic]. 2 Credits.
Prereq: audition or voice screening (except Concert Choir and Gospel Choir).

MUS 398. Opera Workshop. 2 Credits.
Repeatable. Traditional and contemporary repertory for musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques.
Prereq: audition.

MUS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

MUS 401. Research: [Topic]. 1-21 Credits.
Repeatable.

MUS 403. Thesis. 1-12 Credits.
Repeatable.

MUS 405. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable. Individual study of topics agreed upon by the student and faculty adviser.
Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

MUS 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Various topics at an advanced level, offered periodically according to student and faculty interest and availability.

MUS 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

MUS 409. Supervised Tutoring. 1-21 Credits.
Repeatable.
MUS 435. Counterpoint. 4 Credits.
Study of modal and tonal counterpoint through analysis and composition: varies—typically devoted to more advanced fugal writing, 20th-century counterpoint, or other modal composition.
Prereq: MUS 434.

MUS 438. Composers Forum. 1 Credit.
Formulation of a two- or three-concert series of student compositions; sessions with visiting composers and UO performers and listening projects related to these residencies. Repeatable eleven times for a maximum of 12 credits.

MUS 439. Scoring for Voices and Instruments. 3 Credits.
Techniques of arranging and scoring for various types of choral and instrumental groups.
Prereq: MUS 233, MUS 236, MUS 239.

MUS 440. Composition III. 3 Credits.
Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.
Prereq: MUS 440.

MUS 441. Composition III. 3 Credits.
Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.
Prereq: MUS 440.

MUS 442. Composition III. 3 Credits.
Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.
Prereq: MUS 440.

MUS 445. Electronic Composition. 3 Credits.
Develops an elementary understanding about how computers and software are used to process digital audio and create musical compositions. Laboratory fee. Repeatable twenty-four times for a maximum of 75 credits.
Prereq: MUS 447, MUS 448, MUS 476.

MUS 446. Computer Music Applications: [Topic]. 3 Credits.
Use of computers for music notation, education, analysis, performance, research, and other applications. Repeatable three times when topic changes for a maximum of 12 credits.

MUS 447. Digital Audio and Sound Design. 4 Credits.
Examines concepts of digital audio representation, sampling, and processing; considers audio mixing, basic synthesis, and sound modification techniques and fundamentals of electroacoustic composition. Laboratory fee.

MUS 448. Interactive Media Performance. 3 Credits.
Examines concepts of interactive performance using MIDI, digital audio, and video processing, and considers issues related to designing performance algorithms in software. Laboratory fee.

MUS 450. SensorMusik. 3 Credits.
Repeatable. Examines the fundamental principles for microprocessors and sensor interface design within the context of musical performance, composition, and improvisation. Repeatable thrice for a maximum of 12 credits.

MUS 451. Introduction to Ethnomusicology. 4 Credits.
World musics studied in their social and cultural contexts. Compares the varied approaches, ideas, and methods of selected American and European researchers since 1980.

MUS 452. Musical Instruments of the World. 4 Credits.
Examines instruments of the world in their cultural contexts. Covers cross-cultural issues and focuses on particular geographic areas. Includes films, recordings, live demonstrations.

MUS 455. Lyric Diction. 3 Credits.
Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer's approach to performance. Offered alternate years.
Prereq: MUS 156.

MUS 456. Lyric Diction. 3 Credits.
Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer's approach to performance. Offered alternate years.
Prereq: MUS 156.

MUS 458. Celtic Music. 4 Credits.
Explores music and culture of Ireland, Scotland, Wales, and Brittany. History, culture, and modern and old performance styles studied.

MUS 460. Music and Gender. 4 Credits.
Examines the role of gender in shaping the music that is created, performed, taught, and listened to in representative cultures of the world, including the West.

MUS 462. Popular Musics in the African Diaspora. 4 Credits.
Examines social and historical contexts of popular musics in the African diaspora from the 20th century forward. Geographic focus is North America, the Caribbean, and Africa.

MUS 463. Popular Music Studies. 4 Credits.
Explores current research and foundational texts in the interdisciplinary field of popular music studies.

MUS 467. Solo Vocal Music. 3 Credits.
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. Offered alternate years.
Prereq: MUS 269 or equivalent.

MUS 468. Solo Vocal Music. 3 Credits.
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. Offered alternate years.
Prereq: MUS 269 or equivalent.

MUS 470. History of Electroacoustic Music. 3 Credits.
Examines the development of aesthetic movements, styles, media, instruments, and performance practice related to electroacoustic music. Repeatable once with no conditions.
Prereq: Standing as a music technology major or meeting the prerequisites for history survey courses.

MUS 471. Musical Performance Networks. 3 Credits.
Examines various types of network architectures and data-processing and mapping strategies that can be applied to real-time musical outcomes. Repeatable with no conditions.

MUS 474. History of Opera. 4 Credits.
Critical study of the musical and dramatic content of operas forming the standard international repertoire, from Monteverdi to Mozart.
Prereq: MUS 269 or equivalent.
MUS 475. History of Opera. 4 Credits.
Critical study of the musical and dramatic content of operas forming the
standard international repertoire, from Mozart to the present.
Prereq: MUS 269 or equivalent.

MUS 476. Digital Audio Workstation Tech I. 3 Credits.
Explores how MIDI (musical instrument digital interface) is used to
compose, edit, and record using a personal computer. Sequence with
MUS 477 and MUS 478. Basic Mac skills recommended. Repeatable
once for a maximum of 6 credits. Laboratory fee.

MUS 477. Digital Audio Workstation Tech II. 3 Credits.
Explores the principles and techniques used in recording audio with a
computer. Sequence with MUS 476 and MUS 478. Repeatable once for a
maximum of 6 credits. Laboratory fee.
Prereq: MUS 476.

MUS 478. Digital Audio Workstation Tech III. 3 Credits.
Explores advanced uses of plug-ins, mixing, and editing using a
computer. Sequence with MUS 476 and MUS 477. Repeatable once for a
maximum of 6 credits. Laboratory fee.
Prereq: MUS 477.

MUS 480. Audio Recording Techniques I. 3 Credits.
Hardware and software techniques for use in a recording studio
environment, including microphone usage, recording techniques, and
digital production. Sequence with MUS 481, MUS 482. Laboratory fee.

MUS 481. Audio Recording Techniques II. 3 Credits.
Application of advanced recording techniques. Sequence with MUS 480,
MUS 482. Laboratory fee.
Pre- or coreq: MUS 480.

MUS 482. Audio Recording Techniques III. 3 Credits.
Focuses on the production concepts and techniques necessary to
produce a full-length, professional-quality compact disc. Sequence with
MUS 480, MUS 481. Laboratory fee.
Prereq: MUS 481.

MUS 484. Choral Conducting and Literature. 3 Credits.
Choral conducting, gesture and communication, rehearsal technique, and
choral literature appropriate for secondary school choral music programs
(grades 6–12), community youth choirs, and collegiate ensembles.
Repeatable once for maximum of 6 credits.
Prereq: MUP 140 or higher. Coreq: MUE 387, MUE 406FldPracPublic
School.

MUS 486. Instrumental Conducting. 3 Credits.
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. Repeatable once for a
maximum of 6 credits.
Prereq: major standing. Coreq: MUE 387.

MUS 490. Balinese Gamelan. 2 Credits.
Pacific Rim Gamelan ensemble. Performance of original compositions
and traditional music for gamelan. Limited to twelve performers. Three
public performances a year.

MUS 499. Senior Project. 3 Credits.
Projects in music history, analysis, theory, composition, performance,
or related disciplines designed by the student in consultation with the
instructor. Repeatable twice for maximum of 9 credits.

MUS 503. Thesis. 1-16 Credits.
Repeatable.

MUS 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Various topics at an advanced level, offered periodically
according to student and faculty interest and availability.

MUS 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

MUS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

MUS 516. Post-Tonal Theory I. 3 Credits.
Introduction to theory and analysis of post-tonal music. Concepts of pitch-
class set analysis and practical applications. Sequence. Offered alternate
years.

MUS 517. Post-Tonal Theory II. 3 Credits.
Introduction to theory and analysis of post-tonal music. Concepts of pitch-
class set analysis and practical applications. Sequence. Offered alternate
years.
Prereq: MUS 416/MUS 516.

MUS 521. The Collaborative Pianist. 2 Credits.
Comprehensive study of techniques and literature for artistic ensemble
performance by pianists. Includes chamber music, art song, opera arias,
accompaniment, sight-reading, and orchestral reduction skills. Sequence.
Repeatable once each for maximum of 4 credits per course.

MUS 522. The Collaborative Pianist. 2 Credits.
Comprehensive study of techniques and literature for artistic ensemble
performance by pianists. Includes chamber music, art song, opera arias,
accompaniment, sight-reading, and orchestral reduction skills. Sequence.
Repeatable once each for maximum of 4 credits per course.
Prereq: MUS 421/MUS 521.

MUS 523. The Collaborative Pianist. 2 Credits.
Comprehensive study of techniques and literature for artistic ensemble
performance by pianists. Includes chamber music, art song, opera arias,
accompaniment, sight-reading, and orchestral reduction skills. Sequence.
Repeatable once each for maximum of 4 credits per course.
Prereq: MUS 422/MUS 522.

MUS 530. Schenkerian Analysis. 3 Credits.
Analytical techniques, developed by Heinrich Schenker, studied through
application to music of all periods and styles. Sequence.

MUS 531. Schenkerian Analysis. 3 Credits.
Analytical techniques, developed by Heinrich Schenker, studied through
application to music of all periods and styles. Sequence.
Prereq: MUS 430/MUS 530.

MUS 533. Counterpoint. 4 Credits.
Study of modal and tonal counterpoint through analysis and composition:
16th-century sacred polyphony.

MUS 534. Counterpoint. 4 Credits.
Study of modal and tonal counterpoint through analysis and composition:
baroque imitative counterpoint.
Prereq: MUS 433/MUS 533.

MUS 535. Counterpoint. 4 Credits.
Study of modal and tonal counterpoint through analysis and composition:
focus varies—typically devoted to more advanced fugal writing, 20th-
century counterpoint, or other modal composition.
Prereq: MUS 434/MUS 534.

MUS 538. Composers Forum. 1 Credit.
Formulation of a two- or three-concert series of student compositions;
sessions with visiting composers and UO performers and listening
projects related to these residencies. Repeatable eleven times for a
maximum of 12 credits.
MUS 539. Scoring for Voices and Instruments. 3 Credits.
Techniques of arranging and scoring for various types of choral and instrumental groups.

MUS 540. Composition III. 3 Credits.
Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.

MUS 541. Composition III. 3 Credits.
Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.

MUS 542. Composition III. 3 Credits.
Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.

MUS 547. Digital Audio and Sound Design. 4 Credits.
Examines concepts of digital audio representation, sampling, and processing; considers audio mixing, basic synthesis, and sound modification techniques and fundamentals of electroacoustic composition. Laboratory fee.

MUS 548. Interactive Media Performance. 3 Credits.
Examines concepts of interactive performance using MIDI, digital audio, and video processing, and considers issues related to designing performance algorithms in software. Laboratory fee.

MUS 550. SensorMusik. 3 Credits.
Examines the fundamental principles for microprocessors and sensor interface design within the context of musical performance, composition, and improvisation. Repeatable thrice for a maximum of 12 credits.

MUS 551. Introduction to Ethnomusicology. 4 Credits.
World musics studied in their social and cultural contexts. Compares the varied approaches, ideas, and methods of selected American and European researchers since 1980.

MUS 552. Musical Instruments of the World. 4 Credits.
Examines instruments of the world in their cultural contexts. Covers cross-cultural issues and focuses on particular geographic areas. Includes films, recordings, live demonstrations.

MUS 555. Lyric Diction. 3 Credits.
Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer’s approach to performance. Offered alternate years.

MUS 556. Lyric Diction. 3 Credits.
Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer’s approach to performance. Offered alternate years.

MUS 558. Celtic Music. 4 Credits.
Explores music and culture of Ireland, Scotland, Wales, and Brittany. History, culture, and modern and old performance styles studied.

MUS 562. Popular Musics in the African Diaspora. 4 Credits.
Examines social and historical contexts of popular musics in the African diaspora from the 20th century on. Geographic focus is North America, the Caribbean, and Africa.

MUS 567. Solo Vocal Music. 3 Credits.
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. Offered alternate years.

MUS 568. Solo Vocal Music. 3 Credits.
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. Offered alternate years.

MUS 570. History of Electroacoustic Music. 3 Credits.
Examines the development of aesthetic movements, styles, media, instruments, and performance practice related to electroacoustic music. Repeatable once with no conditions. Prereq: Standing as a music technology major or meeting the prerequisites for history survey courses.

MUS 571. Musical Performance Networks. 3 Credits.
Examines various types of network architectures and data-processing and mapping strategies that can be applied to real-time musical outcomes. Repeatable with no conditions.

MUS 574. History of Opera. 4 Credits.
Critical study of the musical and dramatic content of operas forming the standard international repertoire, from Monteverdi to Mozart. Sequence.

MUS 575. History of Opera. 4 Credits.
Critical study of the musical and dramatic content of operas forming the standard international repertoire, from Mozart to the present. Sequence.

MUS 576. Digital Audio Workstation Tech I. 3 Credits.
Explores how MIDI (musical instrument digital interface) is used to compose, edit, and record using a personal computer. Sequence with MUS 577 and MUS 578. Basic Mac skills recommended. Repeatable once for a maximum of 6 credits. Laboratory fee.

MUS 577. Digital Audio Workstation Tech II. 3 Credits.
Explores the principles and techniques used in recording audio with a computer. Sequence with MUS 576 and MUS 578. Repeatable once for a maximum of 6 credits. Laboratory fee.
Prereq: MUS 576.

MUS 578. Digital Audio Workstation Tech III. 3 Credits.
Explores advanced uses of plug-ins, mixing, and editing using a computer. Sequence with MUS 576 and MUS 577. Repeatable once for a maximum of 6 credits. Laboratory fee.
Prereq: MUS 577.

MUS 580. Audio Recording Techniques I. 3 Credits.
Explores hardware and software techniques for use in a recording studio environment, including microphone usage, recording techniques, and digital production. Sequence with MUS 581, MUS 582. Laboratory fee.

MUS 581. Audio Recording Techniques II. 3 Credits.
Application of advanced recording techniques. Sequence with MUS 580, MUS 582. Laboratory fee.
Pre- or coreq: MUS 580.

MUS 582. Audio Recording Techniques III. 3 Credits.
Focuses on the production concepts and techniques necessary to produce a full-length, professional-quality compact disc. Sequence with MUS 580, MUS 581. Laboratory fee.
Prereq: MUS 581.

MUS 584. Choral Conducting and Literature. 3 Credits.
Choral conducting, gesture and communication, rehearsal technique, and choral literature appropriate for secondary school choral music programs (grades 6–12), community youth choirs, and collegiate ensembles. Repeatable once for a maximum of 6 credits.
Prereq: MUP 140 or higher. Coreq: MUE 387, MUE 606 Fld Prac Public School.
MUS 590. Balinese Gamelan. 2 Credits.

MUS 601. Research: [Topic]. 1-16 Credits.
Repeatable.

MUS 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

MUS 603. Dissertation. 1-16 Credits.
Repeatable.

MUS 605. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable. Individual study of topics beyond the availability of the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic.

MUS 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Studies of various topics at an advanced level offered periodically according to student and faculty interest and availability. Extra fee for Oregon Bach Festival seminars.

MUS 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

MUS 609. Terminal Project. 1-16 Credits.
Repeatable.

MUS 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

MUS 611. Research Methods in Music. 3 Credits.
Use of reference, research, and bibliographical sources in music. Sequence.

MUS 614. Introduction to Musicology. 4 Credits.
Introduces musicology and several of its subfields; includes current and recent arguments. Prereq: major standing.

MUS 620. Bibliography in Instrumental Conducting. 3 Credits.
Survey of research in conducting. Discussion of rehearsal strategies and psychology.

MUS 621. Wind Repertoire. 3 Credits.
Survey and analysis of music composed for large wind groups, from 1500 to the present. Sequence.

MUS 622. Wind Repertoire. 3 Credits.
Survey and analysis of music composed for large wind groups, from 1500 to the present. Sequence. Prereq: MUS 621.

MUS 623. Wind Repertoire. 3 Credits.
Survey and analysis of music composed for large wind groups, from 1500 to the present. Sequence. Prereq: MUS 622.

MUS 624. Instrumental Conducting Laboratory. 2 Credits.
Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. Repeatable twice for maximum of 6 credits.

MUS 625. Orchestral Music: Bach to Beethoven. 2 Credits.
Survey of orchestral music from Bach to Beethoven. Sequence with MUS 626. Offered alternate years.

MUS 626. Orchestral Music: 1825 to Modern. 2 Credits.
Survey of orchestral music from 1825 to the modern era. Sequence with MUS 625. Offered alternate years.

MUS 629. Repertoire and Analysis. 3 Credits.
Analytical interpretations of musical works in a context that focuses on repertoire rather than on particular analytical methodologies. The pieces studied vary each time the course is offered. Repeatable with varying repertoire.

MUS 630. History of Theory I. 3 Credits.
Examination and evaluation of theories of music from ancient times to the 16th century, including Aristides Quintilianus, Boethius, Hucbald, Guido, Franco, Tinctoris, Ramis, and Aron. Offered alternate years.

MUS 631. History of Theory II. 3 Credits.
Examination and evaluation of theories of music from the 16th to 19th centuries, including Glarean, Zarlino, Descartes, Rameau, Tartini, Kirnberger, C. P. E. Bach, Fetis, Sechter, and Helmholtz. Offered alternate years.

MUS 632. History of Theory III. 3 Credits.
Theories of harmony and structure ranging from the mid-19th century to the present, including Hauptmann, Riemann, Schenker, Schoenberg, Hindemith, Babbitt, Forte, Lewin, Straus, and Lerdahl. Offered alternate years.

MUS 633. Advanced Schenkerian Analysis. 3 Credits.
Advanced analytical techniques developed by Heinrich Schenker. Pre- or coreq: MUS 431/531 or equivalent.

MUS 634. Advanced Post-Tonal Theory. 3 Credits.
Analytic approaches to twelve-tone music.

MUS 640. Advanced Composition Studies. 3 Credits.

MUS 641. Advanced Composition Studies. 3 Credits.

MUS 642. Advanced Composition Studies. 3 Credits.

MUS 643. Notation of Medieval and Renaissance Music. 3 Credits.
Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Offered alternate years.

MUS 645. Advanced Electronic Composition. 3 Credits.
Repeatable. Develops an advanced understanding of computers and software and how they are used to process digital audio and create musical and media compositions. Repeatable with instructor's consent. Laboratory fee. Prereq: MUS 547, MUS 548, MUS 576; or equivalent.

MUS 650. Piano Literature. 3 Credits.
Advanced study of solo piano literature from Bach to the present. Sequence with MUS 650, MUS 651, MUS 652. Offered alternate years.

MUS 651. Piano Literature. 3 Credits.
Advanced study of solo piano literature from Bach to the present. Sequence with MUS 650, MUS 651, MUS 652. Offered alternate years. Prereq: MUS 650.

MUS 652. Piano Literature. 1-3 Credits.
Advanced study of solo piano literature from Bach to the present. Sequence with MUS 650, MUS 651, MUS 652. Offered alternate years. Prereq: MUS 651.
MUS 660. Music in the Middle Ages. 3 Credits.
Sources of Western European music in classical antiquity and the Near East; sacred monophony, secular monophony; development of polyphony. Offered alternate years.

MUS 661. Music in the Renaissance. 3 Credits.
The central Renaissance style in 15th-century France and Italy; high Renaissance music; late Renaissance music; developments in England and Germany; instrumental music; Renaissance music theory. Offered alternate years.

MUS 662. Music in the Baroque Era. 3 Credits.
Musical genres in Italy, France, Germany, Austria, Britain, the Netherlands, Spain, Mexico, and South America in historical, social, political, and cultural contexts—early 17th century through Bach and Handel. Offered alternate years.

MUS 663. Music in the Classical Period. 3 Credits.
Study of galant, Emfindsamer, and classical styles from c. 1730 to Boccherini, Haydn, and Mozart. Focus on instrumental and sacred music, and on opera before Mozart. Offered alternate years.

MUS 664. Music in the Romantic Era. 3 Credits.
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. Offered alternate years.

MUS 665. Music in the 20th Century. 3 Credits.
Crisis of romanticism and tonality: transition of Debussy, Mahler, and others; new styles of Stravinsky, Schoenberg, Bartok; developments in the United States; implications of recent trends. Offered alternate years.

MUS 680. Historical Performance Practices I. 3 Credits.
Introduction to theory and practice of sound production, rhetoric, pronunciation, instrumentation, pitch, temperament, and ornamentation in period vocal and instrumental solo and ensemble music, from the 12th through 16th centuries. Offered once every third year.

MUS 681. Historical Performance Practices II. 3 Credits.
Introduction to theory and practice of sound production, rhetoric, pronunciation, instrumentation, pitch, temperament, and ornamentation in period vocal and instrumental solo and ensemble music in the 17th and early 18th centuries. Offered once every third year.

MUS 682. Historical Performance Practices III. 3 Credits.
Introduction to theory and practice of sound production, rhetoric, pronunciation, instrumentation, pitch, temperament, and ornamentation in period vocal and instrumental solo and ensemble music in the late 18th and 19th centuries. Offered once every third year.

MUS 691. Collegium Musicum. 1-3 Credits.
Study of music repertioire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee. Prereq: audition.

MUS 693. Oregon Electronic Device Orchestra. 2 Credits.
Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions. Repeatable 11 times. Prereq: MUS 547, MUS 548.

MUS 694. Chamber Ensemble: [Topic]. 1 Credit.
Accompanying, Brass Choir, Brass Ensemble, Chamber Ensemble, Trombone Ensemble, Tuba and Euphonium Ensemble, Studio Guitar Ensemble, Jazz Guitar Ensemble, Latin Jazz Ensemble, Oregon Percussion Ensemble. Repeatable 11 times. Prereq: audition (except chamber ensemble).

MUS 695. Band: [Topic]. 1-2 Credits.

MUS 696. Orchestra: [Topic]. 1-2 Credits.
University Symphony Orchestra, Campus Orchestra. Ensemble fee. Repeatable 11 times. Prereq: audition (except Campus Orchestra).

MUS 697. Chorus: [Topic]. 2 Credits.

MUS 698. Opera Workshop. 2 Credits.
Traditional and contemporary repertory for musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Repeatable 11 times. Prereq: audition.

Graduate School

Sara Hodges, Interim Dean
541-346-5129
Susan Campbell Hall, first floor
1219 University of Oregon
Eugene, Oregon 97403-1219

Graduate Council

The Graduate Council is responsible for oversight of graduate education at the University of Oregon. The council consists of a representative elected committee of twelve faculty members, two students, and the dean and associate dean of the Graduate School. The current Graduate Council membership is listed on the Graduate School website.

Advanced Degrees and Certificates

Through the Graduate School, the University of Oregon offers study leading to advanced degrees in the liberal arts and sciences and in the professional areas of business, conflict and dispute resolution, design, education, journalism and communication, and music. Program offerings are listed below. The advanced degree or certificate granted is noted next to the degree program. Where no degree is listed, the subject is an area of focus within the college, school, or department.

For information about law degrees, see the School of Law section of this catalog.

Specific program requirements for most of these degrees appear in the departmental sections of this catalog; general requirements of the Graduate School are stated in this section.

College of Arts and Sciences

Anthropology: MA, MS, PhD
- Archaeology
• Biological anthropology
• Cultural anthropology

Asian studies: MA
• China
• Japan
• Southeast Asia

Biology: MA, MS, PhD
• Biochemistry
• Biophysics
• Cell biology
• Developmental biology
• Ecology
• Evolution
• Genetics
• Marine biology
• Microbiology
• Molecular biology
• Neuroscience: specialization
• Structural biology

Chemistry and Biochemistry: MA, MS, PhD
• Biochemistry
• Cell biology
• Chemical physics
• Inorganic chemistry
• Materials science
• Molecular biology
• Neuroscience
• Organic chemistry
• Physical chemistry
• Theoretical chemistry

Classics: MA
• Classics
• Greek
• Latin

Comparative literature: MA*, PhD

Computer and information science: MA, MS, PhD

Creative writing: MFA

Earth sciences: MA, MS, PhD
• Geodesy
• Geomorphology
• Mineral deposits
• Mineralogy-petrology-geochemistry
• Stratigraphy-sedimentary petrology-paleontology
• Structural geology-geophysics, tectonics, volcanology

East Asian languages and literatures: MA, PhD
• Chinese literature
• Japanese literature

Economics: MA, MS, PhD
• Applied econometrics
• Economic growth and development
• Environmental economics
• Experimental economics
• Game theory
• Health economics
• Industrial organization
• International economics
• Labor economics
• Macroeconomics
• Public economics

English: MA, PhD
• American literature
• English literature
• Film studies
• Folklore
• Literature and environment
• Literary and critical theory
• Medieval studies
• Poetry and poetics
• Rhetoric and composition

Environmental studies: MA, MS
• Environmental sciences, studies, and policy: PhD
• Food studies: specialization

Folklore: MA, MS

Geography: MA, MS, PhD
• Behavioral geography
• Biogeography
• Cartography
• Climatology
• Cultural geography
• Economic geography
• Environmental change
• Feminist geography
• Geographic education
• Geographic information science
• Geomorphology
• Human-environment relations
• Political-ethnic geography
• Quaternary environments
• Regions: Africa, American West, China and East Asia, Europe, Latin America, Middle East, Russia
• Urban geography

German and Scandinavian
• German: MA, PhD

History: MA, PhD
• Africa
• Ancient history
• China and Japan
• Europe since 1789
• Europe, 1400–1815
• Latin America
• Medieval Europe
• Russia
• Southeast Asia
• United States

Human physiology: MS, PhD
• Athletic training
• Biomechanics
• Cardiovascular physiology
• Environmental physiology
• Exercise physiology
• Motor control
• Muscle metabolism and physiology
• Neurophysiology
• Respiratory physiology
• Women’s health

International studies: MA

Linguistics: MA, PhD
• Descriptive linguistics and language documentation
• Experimental linguistics
• Laboratory phonetics and phonology
• Language and cognition
• Language maintenance and revitalization

Mathematics: MA, MS, PhD
• Algebra
• Analysis
• Combinatorics
• Differential and algebraic geometry
• Geometry
• Mathematical physics
• Numerical analysis
• Probability
• Statistics
• Topology

Philosophy: MA, PhD

Physics: MA, MS, PhD
• Applied physics: MS
• Astronomy, astrophysics, cosmology
• Atomic, molecular, and optical physics
• Biophysics
• Condensed-matter physics
• Elementary-particle physics
• Fluid and superfluid mechanics

Politics, culture, identity: specialization

Political science: MA, MS, PhD
• Comparative politics
• Formal theory and methodology
• International relations
• Political theory
• Public policy
• United States politics

Psychology: MA, MS, PhD
• Clinical
• Cognitive
• Developmental
• Neuroscience: specialization
• Social and personality

Romance languages: MA, PhD
• French: MA
• Italian: MA
• Spanish: MA

Russian and East European studies: MA, certificate

Sociology: MA*, MS*, PhD
• Environment
• Labor, organization, and political economy
• Quantitative and qualitative methods of data collection and analysis
• Race and ethnicity
• Sex and gender
• Social demography
• Theory

Theater arts: MA, MS, MFA, PhD

Translation studies: specialization

Women's and gender studies: certificate

Professional Schools and Colleges

Charles H. Lundquist College of Business

Accounting: MActg, PhD

Finance: MA*, MS*, PhD

Management: MA*, MS*, PhD
• General business: MBA
• Finance and securities analysis: specialization
• Innovation and entrepreneurship: specialization
• Sports business: specialization
• Sustainable business practices: specialization
Marketing: MA*, MS*, PhD
Operations and business analytics: MA*, MS*, PhD
Sports product management: MS

College of Design
Architecture: MArch, PhD
- Interior architecture: MIArch
- Interior architecture: specialization
- Ecological design: certificate
- Housing: specialization
- Technical teaching in architecture: certificate
- Urban architecture and urban design: specialization

Art: MFA
- Ceramics
- Digital arts
- Fibers
- Metalsmithing and jewelry
- Painting
- Photography
- Printmaking
- Sculpture

Art history: MA, PhD
- Architectural history
- Ancient art
- Medieval art
- Renaissance-baroque art
- Modern art
- Asian art

Arts and administration
- Arts management: MA, MS
- Community and regional planning: MCRP
- Community arts
- Media management
- Performing arts management: specialization
- Museum studies: certificate

Historic preservation: MS
- Management of cultural resources
- Preservation theory, design, and technology
- Resource identification and evaluation

Landscape architecture: MLA, PhD
- Design theory
- Landscape history
- Landscape planning
- Landscape ecology

Planning, public policy and management

College of Education
Communication disorders: certificate
Communication disorders and sciences: MA, MS, MEd, PhD
Continuing administrator—superintendent: certificate
Counseling, family, and human services: MA, MS, MEd
- Couples and family therapy
Counseling psychology: DEd, PhD

Critical and sociocultural studies in education: PhD
Curriculum and teacher education: MS
Curriculum and teaching: MEd

Early childhood: certificate
Early childhood—elementary special education: certificate
Early intervention—early childhood special education: certificate

Educational leadership: MA, MS, MEd, DEd, PhD
Elementary: certificate

English speakers other languages: certificate
English speakers other languages—bilingual: certificate
Initial administrator: certificate

Integrated teaching: certificate
Interdisciplinary studies: teaching: one subject: MA inactive

Middle-secondary education: certificate
Middle-secondary special education: certificate

Music education: certificate
Prevention science: MS, MEd, PhD, specialization
Quantitative research methods: specialization
Reading education teaching: certificate inactive
Spanish language psychological service and research: specialization

School psychology: MA, MS, MEd, PhD, certificate
Special education: MA, MS, MEd, DEd, PhD, certificate
Special education: rehabilitation: DEd, PhD

School of Journalism and Communication
Communication ethics: certificate

Journalism: MA, MS
Journalism: magazine: MA inactive, MS inactive
Journalism: multimedia: MA, MS
Journalism: news-editorial: MA inactive, MS inactive
Media studies: MA, MS, PhD
Strategic studies: MA, MS

School of Law
Conflict and dispute resolution: MA, MS

School of Music and Dance
Dance: MA, MS, MFA

Music
- Intermedia music technology: MMus
- Music composition: MMus, DMA, PhD
- Music: conducting: MMus (Choral, orchestral, wind ensemble)
- Music education: MMus, PhD
- Musicology: MA, PhD
- Music: jazz studies: MMus
- Music performance: MMus, DMA (collaborative or solo piano, harpsichord, multiple woodwinds or brass instruments, organ, percussion, piano pedagogy, voice, violin and viola performance and pedagogy)
- Music: piano pedagogy: MMus
- Music theory: MA, PhD

Those programs through which a master's degree is only attainable en route to a doctoral degree are marked with an asterisk (*).

Graduate School

Interdisciplinary Programs
Interdisciplinary studies: applied information management: MS
Interdisciplinary studies: individualized program: MA, MS
Interdisciplinary (College of Arts and Sciences, College of Design, School of Journalism and Communication): new media and culture: certificate

General Information
Students who want to earn a second bachelor's degree should not apply to the Graduate School. They should submit an application for postbaccalaureate undergraduate student status to the Office of Admissions. Students seeking admission to the Graduate School must submit an online application. Links may be found on each department's or school's website, or by contacting the department directly. Official transcripts from all colleges or universities from which the student has received a bachelor's or advanced degree must be sent to the Office of Admissions upon application. Departments determine additional transcript requirements. The applicant may also be asked to submit materials such as transcripts of test scores (e.g., Graduate Record Examinations, Miller Analogies Test), evidence of foreign-language proficiency, and letters of reference. A student who has been admitted to a graduate program and wants to change his or her major must apply for admission to the new department. A student who has been admitted to a graduate program and wants to change his or her major must apply for admission to the new department.

Graduate Admission
To be admitted to the Graduate School for the purpose of seeking a graduate degree or graduate certificate or for enrolling in a formal nondegree graduate program, a student must hold a bachelor's degree from a regionally accredited four-year college or university in the United States or its equivalent from a foreign country and must be accepted by the professional school or major department in which he or she proposes to study. Proof of English language proficiency is also required for applicants whose native language is not English.

Graduate Classification
Students seeking certificates or advanced degrees are classified as follows:
- Graduate premaster's
- Graduate conditional master's
- Graduate master's
- Graduate postmaster's
- Graduate conditional doctoral
- Graduate doctoral
- Graduate postdoctoral

The university's schools and departments determine their own requirements for graduate admission. Students should become familiar with these requirements before applying and address inquiries about graduate admission to the department or school in which they plan to study, not to the Graduate School or to the Office of Admissions.

Initial student status may be either conditional or unconditional. If a student has not been granted unconditional student status after the completion of 36 credits of graduate course work, the Graduate School may inquire into their status 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.

Students must pay a nonrefundable $50 fee when applying for admission. This fee is waived for applicants who have previous enrollment in a University of Oregon graduate degree program or who are currently enrolled in such a program and are applying to a different graduate program. The fee is also waived for current University of Oregon staff members; applicants who have submitted another graduate application and paid the application fee for the same academic year; participants in undergraduate research programs for minority students; participants in service-based organizations; and active members, reservists, or veterans of the US armed services. A limited number of application fee waivers are offered to applicants with demonstrated financial need.

Application Procedure
Students seeking admission to the Graduate School must submit an online application. Links may be found on each department's or school's website, or by contacting the department directly. Official transcripts from all colleges or universities from which the student has received a bachelor's or advanced degree must be sent to the Office of Admissions upon application.

Departments determine additional transcript requirements. The applicant may also be asked to submit materials such as transcripts of test scores (e.g., Graduate Record Examinations, Miller Analogies Test), evidence of foreign-language proficiency, and letters of reference. The applicant should ascertain from the school or department what additional materials, if any, are expected and send them directly to the department. In some
cases, these materials will be collected electronically as part of the online application.

Admission for Graduate Postbaccalaureate Study
An applicant with a bachelor’s degree or the equivalent from a regionally accredited institution who wants to take graduate course work but does not intend to pursue a specific graduate degree must submit the official application form and an official transcript from the college or university from which he or she received the bachelor’s degree and any subsequent advanced degrees to the Graduate School. University of Oregon graduates do not need to send an official transcript to the Graduate School. Graduate postbaccalaureate status is a nondegree classification. Credits earned by postbaccalaureate students are recorded on the student’s transcript. For more information, see Other Graduate Classifications (p. 896) below under General Requirements and Policies.

International Students
Applicants who are not United States citizens or immigrants are considered for admission to the university as international students.

A satisfactory command of the English language is required for admission to the University of Oregon. Applicants whose native language is not English must show proof of language proficiency through one of the following three methods:

- **Test of English as a Foreign Language (TOEFL):** Minimum score, 575 (paper) or 88 (Internet-based). Some departments require a higher score.
- **International English Language Testing System (IELTS):** Minimum score, 7.0 overall band score. Some departments require a higher score.
- **Degree from an English-speaking country:** Submit degree transcripts proving that you have received a bachelor’s degree or higher from a regionally accredited United States institution or from an institution in the following countries: Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom.

Requesting Scores
Scores should be sent directly from the testing agency to the University of Oregon. The institution code is 4846. You should also have a copy sent to the department to which you are applying. If for more information, visit the testing sites online: TOEFL, www.toefl.org (http://www.toefl.org); IELTS, www.ielts.org (http://www.ielts.org); UO Testing Center, testing.uoregon.edu.

Language Requirement for International Graduate Teaching Fellows
Graduate students who are nonnative speakers of English who have been hired in teaching positions are required to prove their spoken English proficiency by achieving a minimum score on the Test of Spoken English (TSE), or the speaking component of either the Internet-based TOEFL or the academic version of the International English Language Testing System (IELTS) test. GTFs who do not meet the minimum score for these tests must take the UO Speaking Proficiency English Assessment Kit (SPEAK) Test.

International students who want instruction in English as a second language before beginning their studies at the University of Oregon or another university in the United States may enroll in the American English Institute. For more information, visit aei.uoregon.edu.

International students must carry health and accident insurance for themselves and their dependent family members living in the United States. Students’ insurance policies must meet the minimum University of Oregon health insurance requirements. These requirements may be met by purchasing the health insurance administered by the University Health Center. This plan may be purchased during the registration process. Questions about the minimum requirements should be directed to the International Student Advisor, Office of International Affairs, 5209 University of Oregon, Eugene OR 97403-5209; telephone 541-346-3206.

Course Numbering System

**500–599**
Courses that offer graduate-level work in classes that may also include undergraduate students.

**600–699**
Graduate courses for graduate students only.

**700–799**
Except in the School of Music and Dance, courses of a highly technical nature that count toward a professional degree only, not toward advanced academic degrees such as an MA, MS, or PhD. Both 600- and 700-level courses with the MUP subject code denote graduate courses that apply toward advanced academic degrees in the School of Music and Dance.

**503, 507, 508, 510, 601–610, 704–710**
Graduate and professional courses that may be repeated for credit under the same number.

General Requirements and Policies

Course Registration Requirements and Limits
A graduate student may register for up to 16 credits of graduate or undergraduate course work. Registration in excess of this level, up to a maximum of 18 credits, requires payment of additional fees for each extra credit. During summer session, graduate students are limited to a maximum of 16 credits. Minimum registration is three graduate credits a term.

International students should request information from the Office of International Affairs about Immigration and Naturalization Service regulations and minimum credit requirements.

Graduate students working toward an advanced degree must be enrolled continuously until all degree requirements are completed (see Continuous Enrollment (p. 897)). Furthermore, students who use faculty assistance, services, or facilities must register each term for at least 3 graduate credits to compensate for usage. This includes students who are taking only comprehensive or final examinations or presenting recitals or terminal projects.

In the term in which a degree is granted, the student must register for at least 3 graduate credits. If the student is completing a master’s degree thesis in this final term, registration must include at least 1 of the 3 credits in Thesis (503). If a doctoral dissertation is being completed, registration must include at least 3 credits in Dissertation (603). Exceptions may be made depending on the timing of the submission of the thesis or dissertation. See the Graduate School website for details.
Students living elsewhere while writing a thesis or dissertation and sending chapters to an advisor for feedback must register for a minimum of 3 graduate credits a term; they should register for thesis or dissertation credits.

Various on- and off-campus agencies and offices have their own course-load requirements. For example, some agencies that offer student loans set registration requirements. The Office of the Registrar can only certify the number of credits for which a student has officially registered. 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 required number of credits.

Course Enrollment for Faculty and Staff Members

Faculty and staff members who want to take graduate courses should refer to the Human Resources office for information about regulations and fees. Officers of administration are subject to faculty policy.

Faculty members (including officers of administration) may not pursue an advanced degree in the department in which they hold an appointment. To pursue a degree in another department, they must submit a petition to the dean of the Graduate School for approval. More information about the petition process is available on the Graduate School website.

Joint-Campus Program

Graduate students at the university may, with advisor and departmental approval, take graduate courses at institutions in the Oregon University System participating in the joint campus program. A student registers for these courses with the University of Oregon registrar, who records each grade on the academic record under Joint Campus Experimental Course: [Topic] (JC 610). The student must be a matriculated UO graduate student in an advanced degree program and registered for UO courses during the same term the Joint Campus Experimental Course: [Topic] (JC 610) course is taken. A maximum of 15 credits taken under the joint campus program may be applied toward a graduate degree program. Joint campus course work counts toward the 24 graded credits required for the master’s degree. Forms are available in the Office of the Registrar.

WICHE Regional Graduate Programs

The Western Interstate Commission for Higher Education (WICHE) coordinates a graduate exchange program, the Western Regional Graduate Program (WRGP), to enable students from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming to apply for admission to selected professional programs and, if admitted, to be treated as resident students for tuition purposes.

The University of Oregon has two WRGP programs: historic preservation and human physiology. For information, visit hp.uoregon.edu. WGRP certification must be renewed each academic year.

Grade Requirements

Graduate students must maintain at least a 3.00 grade point average (GPA) in graduate courses taken in the degree program. Grades of D+ or less for graduate courses are not accepted for graduate credit but are computed in the GPA. Similarly, the grade of N (no pass) is not accepted for graduate credit. A grade of pass (P) must be equal to or better than a B−.

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 home department, may drop the student from the Graduate School, thus terminating the student’s degree program.

Other Graduate Classifications

A student not seeking a graduate degree may be classified as a graduate student doing graduate-level work as follows:

• postbaccalaureate graduate
• premaster’s
• postmaster’s
• postdoctoral
• nonadmitted Community Education Program participant

Credits earned 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. Students must submit a Request for Transfer of Graduate Credit form which is available on the Graduate School website. These credits fall within the 15-credit maximum of transfer credit allowed for a master’s degree program. Approved credits may be used to meet relevant university degree requirements.

Incompletes

For graduate students, there are two sets of policies regarding incompletes on the student record—the first is departmental, the second involves the Graduate School. Graduate students should become familiar with both sets of policies.

Graduate School policy requires that graduate students must convert a graduate course grade of Incomplete ("I") into a passing grade within one calendar year of the term the course was taken. After one year, the student must petition the Graduate School for the removal of the incomplete.

To be eligible for Graduate School approval on a Petition to Remove an Incomplete, all of the following criteria must be met:

• The incomplete must be no more than seven years old
• The student must have the approval of the instructor to complete the outstanding course requirements
• The student must not have completed a terminal advanced degree since the term of enrollment in the course. Incompletes that remain on the academic record after a degree has been awarded may not be removed. All course work documented on the transcript at the time of the awarding of the degree stands as a permanent record and it is not permissible to revise the record.

An incomplete "I" assigned to Thesis (503), Research (601), Dissertation (603), and Terminal Project (609) does not require a petition. Thesis and dissertation credits are automatically converted upon awarding of the degree when the thesis or dissertation is completed and accepted by the Graduate School. Research and terminal project credits require the instructor to submit a Supplementary Grade Report to the Office of the Registrar.
This policy applies to the level of the course and not to the level of the student. An undergraduate in a graduate-level course will be evaluated under Graduate School policy. A graduate student in an undergraduate level course will follow policies in effect for undergraduate students.

**Continuous Enrollment**

Unless leave status has been approved, a student in an advanced degree or graduate certificate program must remain in continuous enrollment at the university, taking at least 3 graduate credits each term, until all the program’s requirements have been completed. Registration for summer session is not required unless the student is using university facilities or faculty or staff services. Failure to maintain continuous enrollment effectively withdraws the student from graduate status. See Permission to Reregister (p. 897).

**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 for on-leave status.

The Graduate School must receive the application by the last registration day—as noted in the class schedule—of the term the leave begins. Leave status is granted for a specified period excluding summer session. Students with approved leave status need not pay fees. However, students must register and pay fees if they use university facilities or faculty or staff services during the on-leave term.

**Master’s Students**

Master’s students, except summer-only students, may apply for a maximum of three academic terms of on-leave status during the course of study for the degree. A master’s student who attends the university only during summer session must obtain on-leave status for each ensuing school year. These summer students also must complete all degree requirements within the seven-year time limit.

**Doctoral Students**

Doctoral students may apply for a maximum of six academic terms of on-leave status during the course of study for the degree. See Continuous Enrollment (p. 902) under Doctoral Degrees.

Additional details about on-leave status and how to apply are available on the Graduate School website.

**Permission to Reregister**

A graduate student who fails to maintain continuous enrollment or obtain on-leave status is required to file a Permission to Reregister form and petition for reinstatement (using the General Petition form). Both forms are available on the Graduate School website. The petition is reviewed by the student’s major department and the Graduate School. The student may, at the discretion of the department, be required to meet departmental admission policies and degree completion requirements that are in effect on the date of reenrollment. Doctoral students may, at the discretion of the department, be required to register for a new year of residency—three consecutive terms of at least 9 graduate credits in each term. They may also be required to retake the comprehensive examinations if completed prior to stopping out, if the department feels that this is necessary in order to demonstrate currency of knowledge.

Review of the Permission to Reregister form may result in a change of residency status from resident to nonresident. More information is available from the residency officer in the Office of Admissions.

**Graduate Residency**

Each graduate degree at the University of Oregon has a residency requirement that dictates how much of the work required for that degree must be completed at the University of Oregon. Please refer to the Master's Degrees and Doctoral Degrees sections below for details about residency requirements for each type of degree.

**Waiver of Regulations**

Graduate students may file a petition requesting exemption from any academic requirement. The petition must first be submitted to the academic department for review and supporting statement. The Graduate School then reviews the educational purpose the regulation in question was designed to serve. Petitions are seldom granted if the only reason given is to save the student from inconvenience or expense.

Graduate School petition forms are available on the Graduate School’s website.

**Graduate Tuition, Fees, and Financial Aid**

**Tuition and Fees**

The University of Oregon has differential graduate tuition. Please refer to the Office of the Registrar’s website for the current tuition and fees schedule: http://registrar.uoregon.edu/costs/tuition-fees.

**Fellowships and Financial Aid**

One purpose of scholarship and fellowship support provided by the UO Graduate School is to enhance the diversity of the graduate student population by seeking talented students from groups historically underrepresented in graduate education. Broadening the talent pool from which graduate students are chosen enriches the educational and scholarly activities of all students and faculty members and is good academic practice. By bringing diverse individuals together to engage in intellectual activities, graduate programs engender respect for intellect, regardless of source, and help to build a community whose members are judged by the quality of their ideas.

At the University of Oregon, financial aid is available through graduate teaching and research fellowships (GTFs), training grant stipends, scholarships, work-study, loans, and part-time jobs. GTFs are available to qualified graduate students who are enrolled in the Graduate School and who have been admitted to an advanced degree program. Inquire at the department for specific application deadlines. Fellowship awards are based on the student’s potential as a graduate student. All GTFs—research, teaching, and administrative—are represented by the Graduate Teaching Fellows Federation (GTFF), American Federation of Teachers, Local 3544. Recruitment and selection follow established published procedures from departments and the provisions of the GTFF contract. Details of appointment procedures are available from the departments. Reappointment is subject to departmental policy but is always contingent upon making satisfactory progress toward the degree.

**Teaching Fellowships**

Nearly all the schools and departments award graduate teaching fellowships (GTFs). For 2015–16, minimum-level salaries at 0.49 full-time equivalent (FTE) range from $13,455 to $16,048 for the academic year. The minimum appointment is a 0.20 FTE position. Graduate teaching
fellows (GTFs) must be enrolled in an advanced degree program and must register for and complete a minimum of 9 graduate credits toward the degree each term. Credits earned in audited courses do not count. Tuition for up to 16 credits a term, a health insurance premium subsidy, and mandatory fees subsidy are provided by the university. Failure to enroll for and complete the minimum of 9 credits a term may nullify an appointment.

Nonnative speakers of English who accept teaching-related GTF positions must demonstrate appropriate English language proficiency. See "Language Requirement for International Graduate Teaching Fellows" above.

Research Fellowships

A number of departments and schools employ graduate students to work on research projects under the supervision of faculty members. Funds typically come from research grants and contracts. Salaries and tuition policy are the same as for graduate students with teaching fellowships. In addition, some departments have federally supported training grants and consider fellowship applicants for support through these resources.

Fellowships from Other Sources

Graduate students may be eligible for fellowship awards granted by federal agencies and private foundations. Information on internal and external funding opportunities is available on the Graduate School website.

Postdoctoral Fellowships

The University of Oregon participates in several postdoctoral fellowship programs and provides facilities for postdoctoral study under faculty supervision. More information is available from individual schools and departments.

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 and his or her family can contribute toward these expenses. See the Student Financial Aid and Scholarships (p. 28) section of this catalog for information about available aid and application procedures.

International Students

International students may work on campus during the school year but should not expect to work off campus. Those who hold student (F-1) visas are expected to have sufficient funds for the period of their studies. Their dependents are not usually allowed to work. However, if it is necessary for a dependent to work, students should contact the Office of International Affairs.

International students are eligible for institutionally-supported 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. Students must also complete the additional requirements set by the school or department in which the degree is to be awarded. These are described in the departmental sections of this catalog.

Credit Requirements

To earn a master’s degree, students must complete an integrated program of study through either a departmental discipline or a program of interdisciplinary studies totaling no fewer than 45 graduate credits. As noted above, some departments require more than 45 credits.

The credits must be taken after admission to the master’s degree program (conditional or unconditional) or approved for transfer (see Transferred Credit below). Of the total, 24 credits must be in UO-graded courses passed with a grade point average (GPA) of 3.00 or better. A minimum of 30 credits in the major are required for a master’s degree with a departmental major. In addition, at least 9 credits in courses numbered 600–699 must be taken in residence.

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 in Thesis (503). Credit for thesis is given pass/no pass.

Second Master’s Degree

Students who earned the first master’s degree from the University of Oregon may earn a second master’s degree in another field by taking at least 30 graduate credits, of which 24 must be in courses taken for letter grades, after official admission as a master’s degree candidate in the new major at the university. This provision does not apply to a second master’s degree in the Interdisciplinary Studies: Individualized Program (IS:IP). Although the second master’s degree may be permitted with reduced credits, complete records of the student’s graduate-level study must reflect the equivalent of all requirements for completion of the degree as described in the University of Oregon Catalog. Schools and departments may require more than this 30-credit minimum or deny the request. Students pursuing two graduate degrees at the same time must file a concurrent degree form, available on the Graduate School website. If the first master’s degree is from another institution, the second master’s degree program must comply with the standard university master’s degree requirements (a minimum of 45 credits).

Time Limit

Students must complete all work for the master’s degree within seven years, including transferred credits, thesis, the language requirement for an MA, and all examinations. On-leave status does not extend the seven-year deadline unless an extension is expressly approved by the Graduate School.

Residency and Enrollment Requirements

For a master’s degree, the Graduate School requires that a minimum of 30 credits (applicable to degree requirements) be taken at the University of Oregon during at least two terms of study. A second University of Oregon master’s degree also requires a minimum of 30 credits and at least two terms of study at the University of Oregon. Individual schools or departments may have additional residence requirements.

Students enrolled in an advanced degree program must attend the university continuously, except for summers, until all the program’s requirements have been completed, unless on-leave status has been approved. For more information, see Course Registration Requirements and Limits (p. 895), Continuous Enrollment (p. 897), Graduate Residency (p. 897), and On-Leave Status (p. 897) under General Requirements and Policies.
Transferred Credit

Graduate Credit from Other Institutions
Graduate credit earned while a graduate student in another accredited graduate school may be counted toward the master’s degree under the following conditions:

1. Total transferred credits may not exceed 15 credits in a master’s degree program
2. Courses must be relevant to the degree program as a whole
3. The student’s home department and the Graduate School must approve the transfer
4. Grades earned must be A+, A, A–, B+, B, or P
5. The courses may not have been used to satisfy the requirements for another degree
6. Transfer courses are subject to the seven-year limit for degree completion

Transferred credit may not be used to meet the requirement of 24 credits in University of Oregon graded graduate courses, nor are they used in computing the UO cumulative GPA.

Reservation of Graduate Credit: Permission to Register for Graduate Credit
An undergraduate student working toward a bachelor’s degree must request permission to register for a graduate-level course. The student must file a Reservation of Graduate Credit form with the Graduate School by the first Friday of the term in which he or she wants to enroll in the graduate course. Two options are available for disposition of course credits.

Option 1
Include the graduate-level course in requirements for the bachelor’s degree. To be eligible, the student must be admitted as an undergraduate and have earned a minimum GPA of 3.00 in each of the three terms prior to enrolling in the graduate course. Undergraduates receiving less than a grade of B in a graduate-level course will be ineligible for enrollment in graduate-level course work.

Option 2
Reserve the graduate-level course for consideration by a department after admission as a graduate student. This option is available to seniors only and is limited to a maximum of three graduate courses not exceeding a total of 12 credits. To be eligible, the student must have earned a minimum GPA of 3.00 in each of the three terms prior to enrolling in the graduate course. Undergraduates receiving less than a grade of B in a graduate-level course will not be allowed to use the course toward a master’s degree, and will be ineligible for further reservations of graduate credit.

Nondegree seeking undergraduate students are ineligible for Registration of Graduate Credit. This includes Community Education Program students and undergraduate postbaccalaureate students. Undergraduates do not qualify to receive credits for the following graduate classes: Research (601), Supervised College Teaching (602), Internship (604), Reading and Conference (605), Field Studies or Special Problems (606), Workshop (508 or 608), Special Topics or Colloquium (508 or 608), and Practicum, Terminal Project, or Supervised Tutoring (609).

Transfer of Reserved Graduate Credit
Undergraduates who completed graduate-level courses at the University of Oregon under the Reservation of Graduate Credit petition process and who reserve the courses by choosing Option 2 on the petition form may apply up to 12 credits toward the master’s degree.

Course work taken for letter grades (B or better) and P/N courses, if accompanied by the instructor’s statement that the passing grade was equal to a B or better, is eligible for consideration. If approved, these courses can be used to satisfy relevant university master’s degree requirements. A Request for Transfer of Graduate Credit form (available on the Graduate School’s website) must be filed within two terms of acceptance into a master’s degree program and within two years of earning the bachelor’s degree. Any credits transferred under this option fall with the 15-credit transfer maximum.

Other University of Oregon Transferred Credit
A maximum of 15 graduate credits earned at the University of Oregon while classified as a graduate postbaccalaureate student, a nonadmitted graduate student enrolled in the Community Education Program or in summer session, or a student earning a graduate certificate may later be counted toward the master’s degree (see Other Graduate Classifications (p. 896) under General Requirements and Policies), pending school or department endorsement and Graduate School approval. This is within the overall 15-credit maximum for transfer. Grades earned must be A+, A, A–, B+, B, or P. A Request for Transfer of Graduate Credit form (available on the Graduate School’s website) must be approved for credits completed under these classifications to be applied to degree requirements.

Distinction between MA and MS Degrees
Students pursuing an MA degree must demonstrate competence in a second language. The minimum requirement is the same as that for fulfilling the second-language requirement for the bachelor of arts degree. (See Bachelor’s Degree Requirements (p. 907) section of this catalog.) The student’s major department may establish a higher level of proficiency or a different method of determining that level. Language competence must be demonstrated within the overall seven-year limitation for completion of a master’s degree. There is no language requirement for the MS and professional advanced degrees unless the department so specifies.

Examinations and Thesis
The student’s major school or department may require qualifying, comprehensive, or final examinations or any combination of these. The content and methods of conducting such examinations are the responsibility of the school or department.

In some fields, master’s degree candidates must submit a thesis; in others the thesis is optional. A student who writes 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. Consult the Thesis and Dissertation Style and Policy Manual, available on the Graduate School’s website. Only theses that meet the standards of style and form discussed in that manual are accepted

The advisory committee, appointed by the department, determines the work to be completed in light of the student’s academic background and
Research Compliance
See Research Compliance (p. 900) in the Doctoral Degrees section of this catalog.

Summary of Graduate School Requirements
The following outline lists minimum Graduate School requirements for master's degrees. Specific departmental requirements must also be met before the student is awarded an advanced degree. Credit requirements listed below must be met with graduate credits.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>MA only</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum GPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum thesis credits</td>
<td>9 credits</td>
<td></td>
</tr>
<tr>
<td>Time limit for program completion</td>
<td>seven years</td>
<td></td>
</tr>
<tr>
<td>Total credit minimum</td>
<td>45 credits</td>
<td></td>
</tr>
<tr>
<td>Registration minimum per term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Minimum graded credits taken in residence</td>
<td>24 credits</td>
<td></td>
</tr>
<tr>
<td>Minimum 600-level credits in residence</td>
<td>9 credits</td>
<td></td>
</tr>
<tr>
<td>Minimum credits in major</td>
<td>30 credits</td>
<td></td>
</tr>
<tr>
<td>Minimum credits in residence</td>
<td>30 credits</td>
<td></td>
</tr>
</tbody>
</table>

The school or department specifies whether a thesis is mandatory or optional; however, a student writing a thesis must register for at least 9 credits in Thesis (503).

Interdisciplinary Master's Degree Programs
In addition to specialized graduate work in traditional fields of learning, the university provides opportunities for integrated interdisciplinary studies leading to the MA or the MS degree. These programs are planned according to 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 IST course numbers in the Courses section.

A student interested in an interdisciplinary program approved by the Graduate Council should direct inquiries to the appropriate program: applied information management or individualized program. Interdisciplinary programs are described below.

The requirements for an MS degree in interdisciplinary studies are the same as those for a departmental master's degree, except those requirements relating to primary or secondary fields. For the MA degree, the student must show knowledge of a second language equivalent to satisfactory completion of the second-year college sequence either with the College Level Examination Program test or with adequate undergraduate course work. As with all work for the master's degree, language competence must be demonstrated within the overall seven-year time limit.

Interdisciplinary Studies: Applied Information Management
Information on the multidisciplinary master's degree program in applied information management may be found by selecting the appropriate tab at the top of this page.

Interdisciplinary Studies: Individualized Program
The individualized program is the university’s most flexible interdisciplinary program leading to MA and MS degrees. The program is designed for students with specific, well-articulated goals that cannot be reached through established departmental programs. Although flexibility is allowed in program design, the program must be composed of existing graduate courses from approved master's degree programs in three professional schools, in three departments in the College of Arts and Sciences, or in a combination of programs from the professional schools and the College of Arts and Sciences.

The Interdisciplinary Studies: Individualized Program (IS:IP) requires a total of at least 54 graduate credits; a minimum of 15 graduate credits in each of the three areas of concentration; and 9 graduate credits for an integrated terminal project or thesis determined by the student and three advisors during the course of study.

Guidelines in the IS:IP program include the following:

1. 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
2. The terminal project or thesis consists of 9 credits distributed across at least two areas. Credit for this project is earned in Terminal Project (IST 609); credit for the thesis is earned in Thesis (IST 503)
3. 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 advisors at the university. An applicant who has been denied admission to a departmental graduate program at the university must have departmental permission to use that department as a program area.

Consent must be obtained in writing from each of the three advisors, indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisors must be designated as chair. Subsequent changes in the program must be approved by both the advisor in the area involved and the IS:IP director. More information about the IS:IP program is available on the Graduate School website.

Doctoral Degrees
Doctor of Philosophy
The degree of doctor of philosophy (PhD) requires distinguished achievement in both scholarship and original research. The degree is granted chiefly in recognition of the candidate's high attainment and ability in a special field of an academic discipline, as shown by work on required examinations and by the preparation of a dissertation. Minimum university and school or department requirements of residence and study must be satisfied. The requirements for PhD degrees established by the Graduate School are given below. Individual programs have additional
specific requirements, which are presented in the departmental sections of this catalog.

Residency and Credit Requirements

For the PhD degree, the student must complete the equivalent of at least 81 credits of graduate-level academic work beyond the bachelor’s degree over the course of at least three calendar years. At least one academic year—the residency year—must be completed at the University of Oregon after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. The residency year is expected to be the first year after admission as a doctoral student. During this year of residency the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time study toward the degree, with a minimum of 9 completed graduate credits a term in the student’s major. Courses in Research (601), Reading and Conference (605), and other individualized study options may be a part of the 9 credits, but the majority of the year of residency is expected to consist of regular graduate course work.

A doctoral candidate may fulfill the residency requirement during the period in which he or she works toward a master’s degree on the university campus as long as:

1. the student has been officially awarded the master’s degree
2. the doctoral degree program immediately follows the master’s degree program
3. both the master’s degree and the doctoral degree are in the same discipline

Students working toward a PhD or professional doctorate must register for a minimum of 18 credits in Dissertation (603). Credit for Dissertation is recorded P/N (pass/no pass). See Dissertation Registration for more information.

Language Requirement

Individual schools or departments may require knowledge of a second language or of other specialized disciplines, such as computer science or statistics, as part of a PhD program. Information about these requirements is available from the school or department.

Candidates for the doctor of philosophy degree at the University of Oregon are expected to have proficiency in at least one language in addition to English if a substantial, relevant body of literature in one or more languages exists in the candidate’s specialized field of dissertation research. It is the responsibility of the candidate’s advisor or doctoral committee to determine which languages the candidate is expected to know before beginning dissertation research. Guidelines for language proficiency are established by the candidate’s home department.

Advisory Committee

The advisory committee, appointed by the department, determines the work to be completed in light of the student’s academic background and objectives. This committee usually consists of three or four members, and the student’s advisor is chair.

Examinations and Advancement to Candidacy

Every student must pass comprehensive examinations (oral, written, or both) that cover the primary areas of the student’s program and, if applicable, any supporting area required by the department. The student is responsible for material directly covered in completed graduate courses and for additional independent study in his or her field.

Within two weeks of the student passing these examinations, the home department and the student must submit a report to the dean of the Graduate School recommending advancement to candidacy.

Dissertation

All candidates must submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge, show a mastery of the literature of the subject, be written in acceptable literary style, and conform to the standards outlined in the University of Oregon Thesis and Dissertation Style and Policy Manual. The manual is available from the Graduate School’s website. Doctoral dissertations must be submitted electronically to ProQuest (formerly University Microfilms International). Copyright registration is optional.

Research Compliance

University policy requires that students who intend to engage in research involving human or animal subjects have their research procedures approved before they begin to collect data. Researchers who want to use human subjects may obtain protocol forms and procedures from the Research Compliance Services website, orcr.uoregon.edu. Researchers who want to use vertebrate animals may obtain protocol forms and procedures from the Terrestrial Animal Care Services website (https://teacs.uoregon.edu).

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 appoints the committee after approving it.

The committee includes at least four instructional faculty members. Three of the members are from the department awarding the degree and one is from outside the department. When appropriate, some of the home department committee members may be from another department, with the approval of the dean of the Graduate School and the home 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 defense.

A detailed description of the policy on dissertation committees is available on the Graduate School’s website.

Dissertation Registration

Registration for Dissertation (603) is allowed only after the candidate has advanced to candidacy. Doctoral students must have a minimum of 18 credits of Dissertation (603) to graduate. Doctoral students are required to enroll for a minimum of 3 credits of Dissertation (603) in the term of degree completion and during any other term in which they are utilizing faculty time or university resources.

Defense of Dissertation

Formal, public defense must take place on campus at a date set by the committee chair and approved by the Graduate School.

Tentative approval of the dissertation by the committee is recommended prior to formal defense. This evaluation is based on copies of the final manuscript, which the candidate provides for the dissertation committee at least three weeks before the formal defense.
The approved application for final oral defense must also be filed with the Graduate School three weeks before the formal defense. Visit the Graduate School website for specific instructions.

The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the chair of the committee must certify to the Graduate School within two weeks following the defense that the defense was held as scheduled.

**Completion of Dissertation**

Within two weeks following the defense of the dissertation but before the dissertation is submitted to the Graduate School, each member of the dissertation committee must confirm in writing either 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.

Committee members should sign the Certificate of Completion, signaling approval of the dissertation, only if they have seen and approved what is substantially a final draft and 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 Certificate of Completion. If no signed approval form is received by the Graduate School within two weeks following the scheduled oral examination, another oral examination must be scheduled for defense of the dissertation. Once the dissertation has been approved by the committee, the student must submit the dissertation electronically to the Graduate School. Visit the Graduate School website for deadlines and submission instructions.

**Time Limit**

The seven-year time limit for completing a doctoral degree begins with the first term of admission as a conditional or regular doctoral student at the University of Oregon. The required year of residency, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within this seven-year period. On-leave status does not extend the seven-year deadline unless an extension is expressly approved by the Graduate School.

A petition for an extension of the period can only be considered if the student has already advanced to candidacy and has an approved dissertation proposal by the end of the seventh year. Petitions for extension of the seven-year limit may include the requirements of a second year of residency or a new set of comprehensive examinations or both. Petitions are evaluated case by case and are not automatically granted.

In addition, some departments may require that the dissertation be completed within a certain number of years after advancement to candidacy (e.g., three years) to ensure currency of knowledge. In such cases, a petition for an extension of that three-year period is evaluated in the same manner as a petition to extend the seven-year limit.

Students are responsible for staying informed about, and complying with, departmental regulations as well as Graduate School regulations.

**Continuous Enrollment**

Unless on-leave status has been approved, a student enrolled in a doctoral program must attend the university continuously until all the program and university requirements, including submission of the dissertation to the Graduate School, have been met. To be continuously enrolled, the student must register for 3 graduate credits each term excluding summer sessions. See On-Leave Status (p. 897) under General Requirements and Policies.

**On-Leave Registration**

While on on-leave status, the doctoral candidate acknowledges that he or she is not using any university or faculty services (e.g., no examinations are being taken, no committee changes are being processed, and no dissertation chapters are being submitted for review). On-leave status maintains the student’s status as a degree candidate and reserves a place for dissertation supervision and other academic affairs upon the student’s return to active enrollment within the seven-year time limit.

**Doctor of Education**

The Doctor of Education (DEd) degree is granted in recognition of the candidate’s mastery of theory, practice, and research in professional education.

**General Requirements**

Candidates for the DEd degree must meet the requirements established by the College of Education. 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 for the PhD degree.

**Dissertation**

The student should develop the dissertation proposal early in the doctoral program. The dissertation may be either a report of research that makes an original contribution to knowledge or a study in which the student takes knowledge that is available and produces a constructive result of importance and value for educational practice.

**Advancement to Candidacy**

Advancement to candidacy for the DEd degree is based on recommendation by a doctoral advisory committee and demonstrated proficiency in comprehensive examinations. The student may take these examinations only after (1) admission to the degree program, (2) substantial completion of all the planned course work, and (3) the advisor’s permission to take the examinations.

**Doctor of Musical Arts**

Requirements for the doctor of musical arts (DMA) degree include formal admission, proficiency and comprehensive examinations, second languages, a program of study including area of emphasis, and a dissertation or lecture document. Requirements for residence, time limit, and continuous enrollment are the same as those listed for the PhD degree. See the School of Music and Dance section of this catalog for details.

**DMA in Performance**

The doctor of musical arts degree in performance has two options. Option I requires a written dissertation after completion of the program of courses and seminars, the required recitals or other performances, and the comprehensive examinations.
Option II requires the student to give a lecture-presentation and produce a written document of fifty pages in lieu of the traditional written dissertation. The presentation and document are in addition to recitals or performances required in the various areas of performance.

**Chronological Summary of Procedures Leading to Doctoral Degrees**

1. **Admission**

2. **Continuous enrollment.** Students enrolled in advanced degree programs must attend the university continuously (except for summers) until all the program’s requirements are completed, unless on-leave status has been approved. Minimum enrollment is 3 graduate credits a term.

3. **Course work and residence.** Student’s advisory committee, appointed by the department, school, or college, determines the program, which must include at least 81 credits of accredited graduate work beyond the bachelor’s degree over the course of at least three years, of which at least one academic year (three consecutive terms of full-time study—minimum of 9 completed graduate credits a term) must be completed at the University of Oregon.

4. **Second languages or other specialized knowledge.** Regulations are set by the department, school, or college.

5. **A comprehensive examination,** covering the major discipline, advances the student to candidacy for the degree. The examination is taken after the majority of required course work has been completed and after most of the requirements for the degree, except completion and defense of the dissertation, have been satisfied.

6. **Appointment of dissertation committee, registration for Dissertation (603), and completion of dissertation.** The committee is appointed following advancement to candidacy and at least six months before completion of the dissertation. Typically, the committee consists of at least three members of the graduate faculty of the candidate’s home department, school, college as well as a Graduate School representative who is a graduate faculty member from outside the candidate’s department. A minimum of 18 credits in Dissertation (603) are required after advancement.

7. **Application for degree** made to the Graduate School. Deadlines and instructions are available on the Graduate School website.

8. **Defense of dissertation.** Approve application for final oral defense must be filed with the Graduate School no fewer than three weeks before the date of defense.

9. **Dissertation publication,** arranged through the Graduate School.

10. **Granting of degree** at end of term in which all degree requirements are satisfied.

11. **Diploma,** with commencement date, issued by Office of the Registrar.

**Applied Information Management Program**

Kara McFall, Program Director
541-346-4231
800-824-2714
Baker Downtown Center, 975 High Street, Suite 110
Eugene, Oregon 97401
aim@uoregon.edu
aim.uoregon.edu

**About the Program**

The multidisciplinary master’s degree program in applied information management (IS:AIM) is designed to examine the relationship between developments in information technologies and the management of organizations. The degree program, which is only available online, leads to a master of science (MS) degree from the Interdisciplinary Studies Program offered by the Graduate School.

The AIM Program offers innovative graduate study in management education, framed from the perspective that information managers, to be effective, must have more than an understanding of new technologies. To meet the challenges of the future, they must combine knowledge in management, business, and communications within a technological and global context.

**Graduate Study in Applied Information Management**

To earn a master of science degree in interdisciplinary studies: applied information management online, students must complete 54 credits in four areas: information management, business management, information design, and research.

The admission process is aimed at selecting students with demonstrated potential to become responsible, effective managers. No specific undergraduate major is required. Factors considered for admission include professional experience; letters of recommendation; a letter of purpose; undergraduate grade point average (GPA); and a minimum Test of English as a Foreign Language (TOEFL) score of 600 (paper-based) or 100 (Internet-based), or a minimum International English Language Testing System (IELTS) score of 7.5. The typical student works in a technology-oriented position, has five years professional experience, and has a clear understanding of how the academic program can promote and augment professional goals.

More information, application materials, and a list of required courses are available on the program’s website and from the program coordinator at the AIM office in Eugene. See the Courses section for AIM courses.

**Courses**

AIM 405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

AIM 406. Special Problems: [Topic]. 1-5 Credits.
Repeatable.

AIM 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

AIM 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

AIM 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

AIM 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

AIM 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

AIM 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

AIM 605. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

AIM 606. Special Problems: [Topic]. 1-5 Credits.
Repeatable.

AIM 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.
Research Centers and Institutes

The university’s interdisciplinary centers and institutes provide opportunities for graduate training and research. Members hold faculty positions in related academic departments. Students who want to work in one of the institutes as part of thesis or dissertation research must satisfy the graduate degree requirements of the related department through which they earn their degree.

Students who want to work in any of these fields may obtain information about the programs and financial aid from institute and center directors as well as online (http://research.uoregon.edu/content/uo-research-centers-and-institutes).

Center for Cybersecurity and Privacy

Jun Li, Director
541-346-4424
cssp.uoregon.edu

The Center for Cybersecurity and Privacy conducts a variety of research projects and educational efforts focusing on the security of computer networks and systems. The center brings together faculty members working in multiple departments and schools, including the Department of Computer and Information Science, the Department of Philosophy, the Charles H. Lundquist College of Business, the School of Law, and Information Services, among others.

Center for High Energy Physics

James Brau, Director
541-346-4898
uoregon.edu/~chep

The Center for High Energy Physics enhances the physics research activities at Oregon by sponsoring seminars on topics in high-energy physics, hosting visiting scientists, supporting graduate student research, aiding interaction between experimental activities and theoretical investigations of Oregon scientists, and fostering communication of research to the broader community.

Center for the Study of Women in Society

Michelle McKinley, Director
541-346-5015
csws.uoregon.edu

This multidisciplinary research center generates, supports, and disseminates research on gender and all aspects of women’s lives. A member of the National Council for Research on Women, the center is one of 95 women’s research and policy centers in the United States and among 300 such centers in more than 80 countries.

Center on Brain Injury Research and Training

Ann Glang, Director
541-346-0593
cbirt.org (http://csws.uoregon.edu)

The center conducts research and training to improve the lives of children and adults with traumatic brain injury, and research focuses on developing interventions to improve issues related to their education, employability, and quality of life. Training activities promote the use of
The University of Oregon

Center on Teaching and Learning

Hank Fien, Director
541-346-3562
ctl.uoregon.edu

The center is a community of scholars who conduct and disseminate research that focuses on the solutions to serious but practical problems in school systems. It seeks to advance the understanding and use of the most rigorous scientific evidence and research-based practices to prevent the academic difficulties that many school-aged children experience. The primary focus of research is the role of curriculum, instruction, and assessment as individual elements that affect student advancement in school systems.

Committee on the Advancement of Women Chemists

Geri Richmond, Director
541-346-0116
coach.uoregon.edu

The committee is a grassroots organization working to increase the number and career success of women scientists and engineers. In addition to providing avenues for networking and mentoring of scientists and engineers at all levels, it works closely in an advisory capacity with many institutions, government organizations, and departments to create a professional workplace that provides an equal opportunity for discovery.

Environmental Science Institute

Dan Gavin, Director
541-346-4532
esi.uoregon.edu

The institute was founded on the recognition that solving complex environmental problems requires the knowledge and expertise from multiple disciplines. Its mission is to promote interdisciplinary research and graduate education in the environmental sciences. Members primarily come from the Departments of Anthropology, Biology, Earth Sciences, and Geography. Research of the faculty and graduate students spans the gamut from the geophysical to the organismal, from scales microbial to global, and from periods geologic to contemporary.

Institute for a Sustainable Environment

Cassandra Moseley, Director
541-346-0675
sustainable.uoregon.edu

The institute performs interdisciplinary research at the nexus of ecological, economic, and social sustainability, resolving complex problems and enabling communities to sustain economies and environmental systems through investigation and analysis of natural resource management, land use, climate change, rural development, transportation, renewable energy, natural hazards, and environmental education.

Institute of Cognitive and Decision Sciences

Holly Arrow, Director
541-346-4941
icds (http://icds.uoregon.edu).uoregon.edu

The Institute of Cognitive and Decision Sciences is dedicated to exploring the workings of the mind and brain and how they affect human behavior and social interaction. Its goals are to advance the empirical study and theoretical understanding of cognition, culture, and communication from an interdisciplinary perspective.

Institute of Ecology and Evolution

Scott Bridgham, Director
541-346-4532
ie2.uoregon.edu

The Institute of Ecology and Evolution, established in 2002 as the Center for Ecology and Evolutionary Biology, promotes and facilitates research and graduate education in ecology and evolutionary biology. The institute encourages scientific interactions among its members and between members and the wider academic community.

Institute of Molecular Biology

Ken Prehoda, Director
541-346-7992
molbio.uoregon.edu

The University of Oregon offers a wide variety of research and training opportunities in contemporary molecular, structural, cellular, and developmental biology. The institute fosters research and training in contemporary biology at the molecular level by bringing scientists from biology, chemistry, and physics into a common intellectual and physical space.

Institute of Neuroscience

Terry Takahashi, Director
541-346-4556
www.neuro.uoregon.edu

The Institute of Neuroscience is an interdisciplinary research group of scientists, with faculty members and students drawn from the Departments of Biology, Human Physiology, and Psychology. Its laboratories offer graduate and postdoctoral training in the neurosciences with projects that address the development of the nervous system and human cognitive processes.

Institute of Theoretical Science

Dietrich Belitz, Director
541-346-5204
uoregon.edu/~its

The Institute of Theoretical Science is a center for research in several interrelated disciplines that encompass mathematics, theoretical chemistry, and theoretical physics. Research interests of the institute’s members include particle physics, astrophysics and cosmology, gravitational physics, condensed matter physics and statistical mechanics, group representation theory, geometric analysis, atomic physics, nonlinear dynamics, optical physics, biophysics, and the foundations of quantum mechanics.

Materials Science Institute

Richard P. Taylor, Director
The purpose of the Materials Science Institute is to study the structure and properties of materials, to educate in the sciences of materials, and to serve Oregon as a resource in these sciences. Since 1985, the institute has more than tripled the size of its research program, developed four new graduate programs in materials, and contributed to the state’s prosperity through collaboration with more than 25 Oregon companies.

**Neuroinformatics Center**

Allen D. Malony, Director  
541-346-0534  
www.nic.uoregon.edu

The center researches the application of computer science and numerical computation to problems with brain modeling and imaging. High-performance computing plays a significant role in the research at the center.

**Northwest Indian Language Institute**

Janne Underriner, Director  
541-346-0730  
www.uoregon.edu/~nwili

The institute provides Native American language teachers, community members, and UO students with training in the teaching of native languages and linguistics. With tribal partners, it supports and strengthens language preservation and restoration efforts by establishing collaborative projects that meet the specific needs and desires of each language community.

**Oregon Center for Optical, Molecular, and Quantum Science**

Jeff Cina, Director  
541-346-4528  
oeo.uoregon.edu

The center encompasses research in basic and applied aspects of optics in physics and physical chemistry. Members of the center are instructors in physics and chemistry; associate members are from these departments as well as from institutions outside the university; students—undergraduate, master’s, and doctoral—are involved in all aspects of research at the center.

**Oregon Humanities Center**

Paul Peppis, Director  
541-346-3934  
ohc.uoregon.edu

The center is the sole interdisciplinary umbrella organization for the humanities at the University of Oregon. It seeks to promote and strengthen the humanities both on campus and in the broader community by supporting faculty research and teaching, fostering collaboration among the disciplines, and sponsoring a wide variety of public programs.

**Oregon Institute of Marine Biology**

Craig M. Young, Director  
541-888-2581  
uoregon.edu/~oimb

Founded in 1930, the Oregon Institute of Marine Biology is the third-oldest marine laboratory on the Pacific Coast. The 130-acre campus, located about two hours from Eugene, maintains housing and research facilities for visiting investigators and students from other institutions. Members of the resident faculty are from the UO Department of Biology, conducting research on the development, ecology, evolution, and physiology of marine organisms worldwide from the intertidal zone to the deep sea.

**Prevention Science Institute**

Elizabeth A. Stormshak, Director  
541-346-9396  
psi.uoregon.edu

The Prevention Science Institute is a multidisciplinary institute focused on understanding human development, preventing behavioral health problems, and implementing effective interventions in community settings, engaging in research on social and emotional processes among children, adolescents, and families to improve their lives and well-being throughout their lifespan. The institute also provides vital professional and research training for graduate and undergraduate students.

**Research Core Facilities**

The university’s research core facilities are administered to promote excellence in research, innovation, and graduate education at the University of Oregon. To that end, these specialized facilities provide access to specific types of research capacity—equipment, material, data acquisition, data analysis, consultation and expertise, and other services.

**Aquatic Animal Care Services**

Tim Mason, Manager  
541-346-4598

Aquatic Animal Care Services provides support for research involving fish and other aquatic vertebrates. Its primary duty is to support the Zebrafish International Research Center, which has recently been expanded with the support of a National Institutes of Health American Recovery and Reinvestment Act facilities grant. This facility supports the work of dozens of researchers who use zebrafish as a model system for genetics, development, host-microbe interactions, and neurobiology. Zebrafish research was founded at the University of Oregon in the early 1980s by George Streisinger and has since spread to include thousands of researchers drawn from institutions around the world.

**Bowerman Sports Science Clinic**

Michael Hahn, Director  
541-346-3554  
bssc.uoregon.edu

The Bowerman Sports Science Clinic is a regional outreach facility charged with improving the health, fitness, and well-being of athletes in and around Eugene, Oregon. A variety of services are provided, including physical assessments of current fitness levels, potential injury mechanisms, and sport-specific training advice to help athletes achieve their individual performance goals.
The Center for Advanced Materials Characterization in Oregon is a user facility housing a comprehensive array of materials characterization instrumentation and expertise to serve the needs of researchers on the University of Oregon campus, regional industries, and academic institutions. The facilities provide infrastructure for research in chemistry, nanoscience, engineering, physics, materials science, geology, bioscience, and optics.

Center for Assessment, Statistics, and Evaluation

David DeGarmo, Director
541-346-6554
case.uoregon.edu

The Center for Assessment, Statistics, and Evaluation serves as a resource for faculty members and graduate students and the larger community, providing technical support for statistical analysis and research design using a variety of models and software; assisting researchers and practitioners in assessment and measurement issues on instrument development generally and on e-assessments specifically; and providing program evaluations and technical support for state and local educational agencies throughout Oregon as well as departments within the university.

Genomics and Cell Characterization Core Facility

Doug Turnbull, Director
541-346-5170
gc3f.uoregon.edu

The Genomics and Cell Characterization Core Facility supports scientific research at the University of Oregon by offering genetic and genomic technologies. The facility provides in-house services and specialized equipment, including Sanger DNA sequencing, microarray-based genotyping, microarray printing, robotics for high-throughput manipulation of DNA samples, and next-generation, Illumina-based, high-throughput DNA sequencing and associated bioinformatics. In the near future, the facility will offer cell-sorting services.

Greenhouse Facility

Brian Dykstra, Manager
541-346-4550
uogreenhousefacility.uoregon.edu

The University of Oregon Greenhouse Facility comprises more than 6,000 square feet of greenhouse space and a one-acre field to support research and teaching activities. The facility consists of a small greenhouse on the fourth floor of Onyx Bridge, two large greenhouses near Campus Operations, and the Quonset, with an incubator, growth chambers, drying ovens, potting bench, and more. The facility supports the research and teaching missions of the faculty and students in multiple academic departments and institutes across the university, as well as many universities throughout the country. The facility is staffed by a part-time greenhouse manager and by student workers.

Histology and Genetic Modifications Core Facility

Ute Hostick, Manager
541-346-4935
hgem.uoregon.edu

The facility provides all the services necessary to produce and maintain genetically modified mice. These services range from designing projects to maintaining colonies. The facility also houses histology services.

Robert and Beverly Lewis Center for Neuroimaging

Fred Sabb, Director
541-346-0337
lcni.uoregon.edu

The Lewis Center for Neuroimaging, a component of the Brain, Biology, and Machine Initiative at the University of Oregon, supports interdisciplinary, multifaceted research in cognitive neuroscience and biological imaging. The center has a Siemens Magnatom Skyra 3T magnetic resonance imaging (MRI) unit and full capabilities for the design and fabrication of magnetic resonance coils to support a broad range of research needs and applications.

Technical Science Administration

John Boosinger, Director
541-346-4683
tsa.uoregon.edu

The Technical Science Administration is a collection of professional machinists and electrical engineers who help support internal and external research projects and equipment. The shops prototype sophisticated instrumentation for novel research projects, engineer creative solutions and products, and repair, upgrade, or retrofit existing scientific instrumentation.

Terrestrial Animal Care Services

Monte Matthews, Director
541-346-4957
acs.uoregon.edu/content/teacs

Terrestrial Animal Care Services is responsible for administering all activities related to the care and use of animals. Its functions include procurement of all live vertebrates for research and teaching, supervision of animal technicians, control of animal holding facilities, and provision of veterinary care. Terrestrial Animal Care Services also has the responsibility for developing and implementing a plan for obtaining accreditation from the Association for Assessment and Accreditation of Laboratory Animal Care International for the University of Oregon’s animal care and use program.

Bachelor's Degree Requirements

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

Credits
The bachelor of arts, bachelor of science, bachelor of education, bachelor of music, and bachelor of music in music education degrees require a total of 180 credits with passing grades. The bachelor of fine arts and bachelor of landscape architecture require a total of 220 credits. The bachelor of interior architecture requires a total of 225 credits, and the bachelor of architecture requires a total of 231 credits.

Concurrent Degrees
Concurrent degrees are awarded under the following conditions:
1. The second degree may be offered by the same school or college
2. The student completes the departmental requirements for each major
3. The student completes the general-education requirements for each degree
4. The student completes a minimum of 36 credits at the UO beyond those required for the degree that has the highest credit requirement
5. The student applies for the first degree on DuckWeb and submits a request to the Office of the Registrar for the second degree

Not all colleges or schools permit concurrent degrees; the Undergraduate Council reviews and approves all concurrent degrees offered within the same college or school.

Academic Major
All bachelor’s degrees must be awarded with a major. Minimum requirements are 36 credits in the major, including 24 in upper-division work. Specific requirements are listed under individual departments.

A student may be awarded a bachelor’s degree with more than one major by completing the general university degree requirements for the designated majors and degree and all requirements in each major as specified by the major departments, schools, or colleges.

Declaring a Major (First-Time, Full-Time Freshman Students)
1. Undergraduates who matriculated into the UO as first-time, full-time freshmen, should declare a major by the end of the fourth week of their sixth term of enrollment (typically spring term of the second year at Oregon)
2. Students who have not declared a major by the end of the fourth week of the sixth term of enrollment will need to see an advisor and receive a personal identification number (PIN) before they can register for the next term’s classes. Advisors can either assist students in choosing a major or grant an exception and help students develop a plan to declare a major

Declaring a Major (Transfer Students)
1. Transfer students should declare a major by the end of the fourth week of the third term of enrollment at Oregon
2. Transfer students who have not declared a major by the end of the fourth week of the third term of enrollment at the UO will need to see an advisor and receive a PIN before they can register for the next term’s classes. Advisors can either assist students in choosing a major or grant an exception and help students develop a plan to declare a major

Academic Minor
Unless specified by a particular department, a minor is not required for a bachelor’s degree. Students choosing to complete a minor must earn a minimum of 24 credits, including 12 in upper-division work. Minor requirements, including residency, are listed under department headings. A minor may be awarded only at the time a bachelor’s degree is conferred.

Undergraduate Certificate
A undergraduate certificate is not required for a bachelor’s degree. Students choosing to complete an undergraduate certificate must earn a minimum of 36 credits, including 24 in upper-division with a minimum of 12 credits at the 400 level. An undergraduate certificate may be awarded only at the time the first bachelor’s degree is conferred.

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

Residency
After completing 120 of the 180 required credits, 160 of the 220 required credits, 165 of the 225 required credits, or 171 of the 231 required credits, each student must complete at least 45 credits of UO courses in residence at the university.

Total Credits of A, B, C, D, P*
Students must earn 168 transfer or University of Oregon credits with grades of A, B, C, D, or P*. Credits earned in courses offered only pass/no pass use the P* designation.

UO Credits of A, B, C, D
A minimum of 45 credits graded A, B, C, or D must be earned at the University of Oregon. Courses required in the major and designated pass/no pass only in the class schedule may be counted toward the 45-credit requirement only if the 168-credit requirement has been satisfied.

Satisfactory Work
Graduation from the university requires a minimum UO cumulative grade point average of 2.00.

Written English
Two courses (College Composition I (WR 121) and either College Composition II (WR 122) or College Composition III (WR 123) or equivalents) passed with grades of C– or better or P are required for all undergraduate degrees. For placement, prerequisites, or exemption, see policies in the English section of this catalog.

Requirements for Bachelor of Arts and Bachelor of Science
Students must choose to graduate with a specific degree and major (for example, bachelor of arts and a major in chemistry or bachelor of science and a major in chemistry). See degrees listed in the Undergraduate Majors (p. 38) and Graduate Majors (p. 40) sections of this catalog.
Bachelor of Arts Requirements

The bachelor of arts (BA) degree requires proficiency in a second language. The second-language requirement may be met in one of the following ways:

1. Completion of at least the third term, second year of a second-language course taught in the language, with a grade of C– or better or P.
2. Satisfactory completion of an examination administered by the appropriate language department, showing language proficiency equivalent to that attained at the end of two years of college study.
3. For students whose native language is not English: providing official high school or official college transcripts to the Office of the Registrar as evidence of formal training in the native language and completion of College Composition I (WR 121) and either College Composition II (WR 122) or College Composition III (WR 123) with grades of C– or better or P.

Bachelor of Science Requirements

The bachelor of science (BS) degree requires proficiency in mathematics or computer and information science or a combination of the two. The requirement may be satisfied in one of the following ways, depending on the student’s experience in mathematics. Courses must be completed with grades of C– or better or P.

1. Students with a limited background in mathematics can complete the requirement with any of the combinations of three courses listed below. Inquire at the Office of Academic Advising for more information.
   Select three of the following:  
   MATH 105  University Mathematics I  
   MATH 106  University Mathematics II  
   MATH 107  University Mathematics III  
   MATH 243  College Algebra  
   MATH 245  Introduction to Methods of Probability and Statistics  
   MATH 251  Explorations in Computing  
   MATH 261  Introduction to Web Programming  
   MATH 262  Introduction to Programming and Problem Solving  

2. Students who placed above the College Algebra (MATH 111) level on the mathematics placement test may complete the requirement with any two courses chosen from the following:
   MATH 112  Elementary Functions  
   or MATH 241  Calculus for Business and Social Science I  
   Choose one of the following:  
   MATH 105  University Mathematics I  
   MATH 106  University Mathematics II  
   MATH 107  University Mathematics III  
   MATH 243  Introduction to Methods of Probability and Statistics  
   MATH 245  Statistical Methods I  
   CIS 105  Explorations in Computing  
   CIS 111  Introduction to Web Programming  
   CIS 122  Introduction to Programming and Problem Solving  

3. Students who have College Algebra (MATH 111) skills and an additional prerequisite course or appropriate skills may complete the requirement with one course chosen from the following:
   MATH 231  Elements of Discrete Mathematics I  
   MATH 242  Calculus for Business and Social Science II  
   MATH 246  Calculus for the Biological Sciences I  
   MATH 251  Calculus I  
   MATH 261  Calculus with Theory I  
   CIS 210  Computer Science I  
   CIS 211  Computer Science II  
   CIS 212  Computer Science III  

4. Satisfactory completion of MATH 211–213.

Group Requirements

To promote educational breadth, bachelor’s degree candidates are required to complete work in each of three groups representing comprehensive fields of knowledge: arts and letters, social science, and science. Approved group-satisfying courses must be at least 3 credits each.

The current list of group-satisfying courses is available online at registrar.uoregon.edu/group_courses.

"One Course" Restriction

Students may use only one course that has the same subject code as their primary major to fulfill group requirements. Students may use one course from the primary major of each degree if the student is pursuing concurrent degrees.

"Double-Dipping" Restriction

Students may not use courses that fulfill the second-language requirement for the bachelor of arts degree to fulfill the arts and letters group requirement. Courses used to demonstrate proficiency in mathematics or in computer and information science or in a combination of the two for the bachelor of science degree may not also be used to fulfill the science group requirement.

Group Requirements for Specific Degrees

1. Bachelor of Arts, Fine Arts, or Science. Students must complete a minimum of 45 credits—15 of those credits in approved group-satisfying courses in each of three general-education groups: arts and letters, social science, and science. Each group must include (a) at least two courses with the same subject code and (b) at least one course with a different subject code. No more than three courses with the same subject code may be used to fulfill the 45-credit requirement.

2. Bachelor of Architecture, Education, Interior Architecture, Landscape Architecture, Music, or Music in Music Education. Students must complete a minimum of 36 credits—12 of those credits in approved group-satisfying courses in each of three general-education groups: arts and letters, social science, and science. Each group must include at least two courses with different subject codes. Two groups must each include at least two.
Courses with the same subject code. No more than three courses with the same subject code may be used to fulfill the total 36-credit requirement.

Substituting a Minor or Second Major

Some minors or second majors may be used to satisfy part of one group requirement. Students should consult their advisors or the Office of the Registrar for more information.

Multicultural Requirement

The purpose of the multicultural requirement is to introduce students to the richness of human diversity and to the opportunities and challenges of life in a multicultural society.

Bachelor’s degree candidates must complete one course in two of the following categories: A: American cultures; B: identity, pluralism, and tolerance; C: international cultures. A minimum of 6 credits in approved courses must be earned.

Category A: American Cultures

The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

Category B: Identity, Pluralism, and Tolerance

The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in Category A, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Category C: International Cultures

The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B—namely, race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance—or explicitly describe and analyze a worldview—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 20th- and 21st-century United States.

Study-abroad programs that are 10 weeks or longer in duration automatically satisfy the Category C requirements. Programs between five and nine weeks in duration may qualify if specific criteria are met. Please contact Global Education Oregon (http://geo.uoregon.edu) for further information.

The current list of courses that satisfy the multicultural requirement is available online (http://registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses).

General Limitations

1. A maximum of 124 credits may be transferred from an accredited junior or community college; of this, only 90 credits may be transferred from an international junior college.

2. A maximum of 60 credits may be earned in correspondence study.

3. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree.

4. A maximum of 24 credits may be earned in the following areas (a, b, c, and d) with not more than 12 in any one area:
   a. Lower-division professional-technical courses
   b. Physical education and dance activity courses
   c. Performance in music (MUP), except for majors in music
   d. Applied and/or experiential courses, courses focusing on academic support skills, or career and professional development courses

5. For music majors, a maximum of 24 credits in music performance (MUP), of which not more than 12 may be taken in the student’s freshman and sophomore years, may count toward requirements for the BA or BS degree.

6. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the BA or BS degree.

7. A maximum of 12 credits in University Teaching and Learning Center courses (subject code TLC) and a maximum of 12 credits in field experience courses—whether earned at the UO or transferred—may be counted toward the bachelor’s degree. These limits (12 credits in TLC courses, 12 credits in field experience courses) are independent of the limits of category 4(d).

8. University of Oregon academic records are sealed thirty days after the conferral of a degree. After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made.

9. Undergraduate credits earned through credit by examination (course challenge), Advanced Placement Program (AP), International Baccalaureate Program (IB), and the College-Level Examination Program (CLEP) are counted toward the satisfaction of bachelor’s degree requirements except residency and the 45 UO credits graded A, B, C, D. The university grants pass credit for successful completion of AP, IB, and CLEP examinations.

10. Courses cannot be repeated for credit unless designated as repeatable by the University of Oregon Committee on Courses. Through summer 2016, credit for duplicated courses is deducted, but grades for these courses are included in the student’s grade point average. Effective fall 2016, only the second graded attempt of the repeated course is calculated into the cumulative GPA. Credit for nonrepeatable courses is given only once.

11. No courses are available for credit to students whose competence in that area exceeds the scope of a particular course; departments make the determination of when credit should be deducted.

12. Students may not receive credit for courses that are prerequisites for courses in which they are currently enrolled.

13. Students may not receive credit for courses that are prerequisites for courses for which they have already received credit.
14. Students must be enrolled with degree-seeking status in order to earn an undergraduate certificate; undergraduate certificates are only awarded at the time the degree is awarded.

Second Bachelor’s Degree

A student who has been awarded a bachelor’s degree from an accredited institution may earn an additional bachelor’s degree at the University of Oregon. Students cannot major in a discipline if they’ve earned a major or a minor in the same or substantially similar discipline from a prior degree. The student must satisfactorily complete all departmental, school, or college requirements for the second degree. Of these requirements, the following must be completed after the prior degree has been awarded:

1. The student must complete an additional 36 credits at the university as a formally admitted student if the prior bachelor’s degree was awarded by the University of Oregon, or an additional 45 credits at the university if the prior bachelor’s degree was awarded by another institution.
2. A minimum cumulative UO GPA of 2.00 in courses taken for the second bachelor’s degree is required for the second bachelor’s degree.
3. A minimum of 18 credits must be graded A, B, C, D if the prior bachelor’s degree was earned at the University of Oregon, or 23 credits if at another institution.
4. At least 75 percent of all course work required in the major for the second degree must be completed after the conferral of the most recent bachelor’s degree.
5. The bachelor of arts degree requires proficiency in a second language. Students whose native language is not English may satisfy this requirement by providing official high school transcripts or official college transcripts as evidence of formal training in the native language.
6. Students pursuing the bachelor of fine arts degree must complete either the bachelor of arts proficiency in a second language or the bachelor of science proficiency in mathematics and/or computer and information science.

Bachelor’s Degree with Honors

Information about Latin honors, academic honors, and honor societies is listed in the Honors and Awards section of this catalog. Fellowship and scholarship information is in the Student Financial Aid and Scholarships (p. 28) and departmental sections of this catalog.

Oregon Transfer Module

The Oregon Transfer Module (OTM) provides a one-year curriculum for students who plan to transfer to a State of Oregon university or community college. The module allows students to complete one year of general-education foundation course work that is academically sound and readily transferable within Oregon. Although the OTM is not a certificate or degree, it documents that students have met a subset of common general-education requirements at all Oregon two- and four-year public institutions of higher education.

Students should work closely with the Office of Academic Advising to ensure selection of appropriate course work. Upon transfer, students may be required to complete additional course work in general education, in an academic major, or in bachelor’s degree requirements specific to the receiving institution. Students who transfer prior to the completion of the OTM will have their courses individually evaluated by the receiving institution, and may find that some individual courses are transferable, whereas others are not.

Transferring to the University of Oregon with an OTM

Students transferring to the University of Oregon with an OTM from another institution will have completed 45 credits of the university’s general-education requirements.

Earning an OTM at the University of Oregon

To receive an OTM at the University of Oregon, students must complete a minimum of 45 credits—12 in residence at the UO—in foundational skills (writing, oral communication, and mathematics) and introduction to the disciplines (arts and letters, social sciences, and sciences). All courses must be completed with a grade of C– or better and students must have a minimum cumulative GPA of 2.00 at the time the OTM is posted on the transcript.

Application for an Undergraduate Degree

Undergraduates who plan to receive a bachelor’s degree from the University of Oregon must submit an application through DuckWeb, the university’s online information system, by the fourth Sunday of the anticipated term of graduation. After this date, students may petition to graduate at the Office of the Registrar.

The Office of the Registrar encourages students to apply to graduate the term preceding their graduation term. This allows students to plan or change their final term’s course schedule to ensure completion of all requirements.

Students who have been academically disqualified must petition for reinstatement to the Scholastic Review Committee to graduate. Students who are out of status due to suspension or expulsion cannot be awarded a degree until they are officially back in status with the university.

All grade changes, removals of incompletes, and transfer work necessary for completion of degree requirements must be on file in the Office of the Registrar by the Friday following the end of the term of graduation. Academic records are sealed thirty days after the conferral of a degree; no changes to the record will be made following that date.

Students who do not apply to graduate will not receive retroactive degrees even if degree requirements were completed at an earlier date.

Applications for graduate degrees are available from the Graduate School.

Undergraduate Studies

Undergraduate studies, a division of the Office of Academic Affairs, offers programs that enrich the academic life of undergraduate students in all majors and preprofessional programs. Under the leadership of the vice provost for undergraduate studies, the division promotes:

- a campus culture of intellectual curiosity and engagement
- opportunities for students at all levels to be creative and to work in close association with outstanding faculty members
- a coherent approach to general education
The central responsibility of the division is to introduce students to the university and the world of ideas, supporting those who are curious and intellectually vigorous regardless of their cultural background or socioeconomic circumstances.

**Academic Advising**

Kimberly Johnson, Director  
541-346-3211  
541-346-6048 fax  
364 Oregon Hall  
http://advising.uoregon.edu

The Office of Academic Advising assists students in making a smooth transition to the university, understanding general-education requirements, class scheduling, solving academic problems, and understanding academic sanctions and petitioning processes. The office coordinates advising for new, undeclared students—first-year and transfer—with academic departments, schools, and colleges.

See **Preparatory Programs** in this section of the catalog for information about advising in preprofessional areas of study.

**Academic Standing**

Academic standing at the University of Oregon is determined by the grade point average (GPA) a student earns in university courses. Good academic standing means that the student has a cumulative UO GPA of 2.00 or better.

Academic sanctions are explained in the **Registration and Academic Policies** section of this catalog. Advisors in the Office of Academic Advising are available to assist students who want to discuss their academic standing.

**National Student Exchange**

The University of Oregon is one of nearly 200 colleges and universities throughout the country with membership in the National Student Exchange. Participating campuses are located in all fifty states, several territories, and Canada. Qualified students at member institutions may apply for exchange enrollment at a participating school. This program enables students to study in different geographical areas of the United States and Canada and take advantage of specialized courses or unique programs that may not be available on their home campuses. Participation in the program is limited to one year.

To qualify, a UO student must have a 2.50 cumulative grade point average (GPA) or better and have a record of good conduct at the university. Students typically participate in the exchange program during the sophomore or junior year. Students apply during winter term for the following academic year. Participants are assessed in-state tuition by the host institution or pay the University of Oregon tuition while on exchange. Materials are available in the Office of Academic Advising. For more information, contact Karla Haught, 541-346-3211.

**Preparatory Programs**

Students may begin preparing for the following professional or graduate programs at the University of Oregon. Some of the programs simply require a bachelor’s degree for admission, while others require specific undergraduate courses, standardized examinations, and field experience. Students who are interested in the preparatory programs should consult appropriate university advisors as listed below.

**Engineering, Preparatory**

Dean Livelybrooks, Preengineering Director  
541-346-5855  
225 Willamette Hall  
dlivelyb@uoregon.edu

Engineers are in demand to solve practical problems by applying the principles of physical science 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 more influenced by practical and economic considerations.

There are two academic phases in earning a bachelor’s degree in an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students who want to complete their first two to three years of study at a liberal arts university before transferring to a school of engineering. Details are contained in the **Student Guide for Engineering Preparation at the University of Oregon including the 3/2 Program with Oregon State University**, available in the Department of Physics office.

**High School Preparation.** Students interested in an engineering career should complete as much mathematics and science as possible in high school. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the first year at the university. Physics and chemistry courses are strongly recommended.

**Preengineering Requirements**

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the **OSU College of Engineering Advising Guide**, available from the College of Engineering, Oregon State University, Corvallis, Oregon 97331; telephone 541-737-5236.

While preengineering requirements at other engineering schools are similar, students should obtain advising guides from the schools of their choice.

The University of Oregon does not offer certain preengineering courses. However, Engineering Graphics (GE 115), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 213), and Electrical Fundamentals (ENGR 221) are available from the Science Department at Lane Community College. Full-time UO preengineering students are eligible to take these courses. ENGR 211, 212, 213 must be taken in sequence. Details of registration for these courses, including pre- and corequisites, are available from the preengineering director.

The Department of Physics offers a three-plus-two program. It allows a student to earn a bachelor’s degree in physics from the University of Oregon and a bachelor’s degree in engineering physics from Oregon State University by completing three years of study in Eugene followed by two years in Corvallis in the OSU College of Engineering. Interested students should consult the preengineering director.
Required preengineering courses must be completed with grades of mid-C or better for admission to the OSU College of Engineering. These courses vary from program to program.

Sample Program
The following sample program is for students prepared to begin calculus in their freshman year.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251–253</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 251–253</td>
<td>Foundations of Physics I</td>
<td>12</td>
</tr>
<tr>
<td>PHYS 204</td>
<td>Introductory Physics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 122</td>
<td>Introduction to Programming and Problem Solving (Freshman Year)</td>
<td>4</td>
</tr>
<tr>
<td>Humanities and social science courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 256</td>
<td>Introduction to Differential Equations (Sophomore Year)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 281–282</td>
<td>Several-Variable Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 341–342</td>
<td>Elementary Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>CH 221–222</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CH 227</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CH 228</td>
<td>General Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 351</td>
<td>Foundations of Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Engineering courses from OSU</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

**Additional Requirements**

In addition to WR 121, two communication courses and an upper-division writing-intensive course in the major are required. Some engineering programs require three terms of chemistry.

Consult the preengineering director about these and other bachelor’s degree requirements for the OSU School of Engineering.

**Forensic Science, Preparatory**

**Deborah B. Exton, Head Advisor**

541-346-4629

Forensic science is the application of scientific principles and technological practices to the study and resolution of criminal, civil, and regulatory issues. The role of the forensic scientist is twofold: to analyze physical evidence and to provide expert testimony in a court of law. This information is helpful in determining the innocence or guilt of the suspect. The University of Oregon provides advising and course work for students interested in pursuing a career or graduate study in the forensic science field, but does not offer a degree in forensic science. The majority of positions in crime laboratories require a minimum of a bachelor’s degree in a physical science. The choice of major depends on your interests and the area of forensic science in which you plan to seek employment. Advanced degrees are useful for career advancement and may be required for certain positions. Employment opportunities exist in law enforcement agencies at the local, state, and national level as well as in the private sector. Employment can also be found within such agencies as the U.S. Food and Drug Administration, Environmental Protection Agency, Fish and Wildlife Service, and Drug Enforcement Administration.

**Minimum Requirements**

- Bachelor’s degree in any discipline, although biology, chemistry, computer and information science, general science, or physics are most appropriate.
- For graduate programs, scores from Graduate Record Examinations; a few schools will accept Medical College Admission Test scores instead.
- Letters of recommendation from science faculty members.

**Suggested Science Courses**

- A yearlong biology sequence is recommended. Check with the preforensic science advisor for the option that is best for you.
- General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239); Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338).
- Instrumental Analysis (CH 429) is strongly recommended.
- Calculus I, II (MATH 251, 252) and a course in statistics.
- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206).

Additional recommended course subjects are photography and public speaking.

A complete list of graduate programs is available from the head advisor. Students are urged to contact the graduate programs of their choice for information about application procedures.

**Law, Preparatory**

**Kris Katkus, Prelaw Advisor**

541-346-3211

364 Oregon Hall

prelaw.uoregon.edu

Law schools require that applicants for admission have a bachelor’s degree. They do not, however, require specific undergraduate majors or prescribe a specific prelegal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields, which orient students to the general societal framework within which our legal system has developed.

Whatever the undergraduate major, prelaw students should place considerable emphasis on the development of skills in English composition and communication and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training.

The following courses would be appropriate. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

- College Composition I (WR 121), College Composition II (WR 122), College Composition III (WR 123), Advanced Composition (WR 423)
- Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)
- Inventing America (HIST 201), Building the United States (HIST 202), American Century (HIST 203).
• Introduction to Accounting I (ACTG 211), Introduction to Accounting II (ACTG 213), or Accounting: Language of Business Decisions (BA 215)
• Critical Reasoning (PHIL 103), Social and Political Philosophy (PHIL 307), Social and Political Philosophy (PHIL 308), Logic, Inquiry, and Argumentation (PHIL 325), Introduction to Philosophy of Law (PHIL 344)
• (Introduction to the Tradition of Political Theory (PS 208), Legal Process (PS 275), Constitutional Law (PS 470), United States Supreme Court (PS 484)
• Public Speaking as a Liberal Art (ENG 200) or Oral Controversy and Advocacy (ENG 330)
• Literature and additional expository writing courses
• Undergraduate legal studies courses (LAW) or conflict resolution courses (CRES)
• Journalism—Media and Society (J 201), Communication Law (J 385)

Courses in psychology and sociology are recommended.

All accredited law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given in September, December, February, and June. Registration may be completed online or by telephone. Consult the Law School Admission Council’s website, lsac.org, for online registration and additional information. Registration must be completed at least a month before the testing date. For those planning to attend law school immediately upon graduation, it is recommended that the examination be taken in the spring of the junior year or at the earliest possible date in the senior year.

Each law school has its own admission criteria. The primary predictors of admission are LSAT scores and grade point averages. Various subjective factors are also considered. Students should use the pass/no pass option with restraint. They should expect to provide letters of recommendation and statements of purpose.

Additional information about prelegal study and law school admission is available from the Law School Admission Council’s website. Students who want more information or assistance should schedule an appointment at the Office of Academic Advising.

Teacher Education, Preparatory

Angel Dorantes, Advisor
541-346-0658
124 Lorry I. Lokey Education Building

Several options are available to UO students who want teaching careers, although there is no undergraduate licensure program available at the University of Oregon. Students who want elementary teaching licenses may earn a bachelor’s degree in educational foundations and apply to the graduate UO Teach program.

Students who want middle-secondary teaching licenses should complete their undergraduate degree in the content area in which they want to teach, then apply to the graduate UO Teach program offered in the Department of Education Studies. Areas of undergraduate preparation appropriate for this program include languages (French, German, Japanese, Chinese, and Spanish), language arts, social studies, biology, chemistry, physics, integrated science, or mathematics. Students interested in social studies should consider the social studies teaching concentration in the general social science major.

Master’s Teacher Licensure Program (UO Teach)

These graduate-level licensure programs take approximately one year to complete and they emphasize school practicum, teaching methods, and pedagogy. With additional work, a master’s degree can be earned. For more information, contact Amy Harter—uoteach@uoregon.edu, 541-346-1360—for additional questions regarding licensure and the master’s programs.

Students interested in teaching music should contact the School of Music and Dance.

Admission to any of the graduate programs is competitive and requires a strong academic record. The University of Oregon offers graduate programs in teaching such subjects as early childhood, communication disorders, early intervention, special education, and music. Other schools offer graduate programs for teaching agricultural science, art, drama, educational media, general business, health education, family and consumer science, marketing, physical education, and instruction for the visually and hearing impaired. Applicants are expected to have tested their interest in teaching through various experiences with young people. It is important for prospective candidates to make early and regular contact with graduate programs at the university or other schools to keep abreast of application timetables and admission requirements.

The College of Education’s Office of Student Academic Services maintains a library of pertinent information on state and regional schools and offers monthly workshops explaining the programs.

Accessible Education Center

Hilary Gerdes, Senior Director
541-346-1155
541-346-6013 fax
164 Oregon Hall
uoaeac@uoregon.edu

The University of Oregon is dedicated to the principles of equal opportunity in education and recognizes disability as an aspect of diversity integral to the university and to society. The mission of the Accessible Education Center is to ensure the access and full inclusion of students with disabilities; the center staff works to create an educational environment that is usable, equitable, sustainable, and inclusive for all members of the university community. Inclusive design is promoted as a necessary approach to creating that environment.

The center is a resource to the university community on issues related to disability, inclusion, and access. Students, parents, and community members are encouraged to contact the office with questions, concerns, or requests regarding full participation in university classes, programs, and offerings. Members of the faculty and staff are encouraged to consult with the center on a range of student accessibility, accommodation, and universal design issues.

The office provides consultation, outreach, training, and direct support and services in the form of academic accommodations under guidance from the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. These include, but are not limited to, academic advising, accessible technology assistance, classroom relocation, alternative testing procedures, instructor notification, note taking, and sign-language interpreting. The Accessible Education Center
meets with students to discuss individual access needs and educational history, and reviews documentation to establish eligibility for services.

The university does not discriminate on the basis of disability in admission or access to, treatment of, or employment in its programs or activities. Modifications to academic requirements are made when needed to ensure that such requirements neither discriminate nor have the effect of discriminating on the basis of disability against a qualified applicant or student.

First-Year Programs

Amy Hughes Giard, Director
541-346-1241
541-346-6048 fax
372 Oregon Hall

The University of Oregon’s nationally recognized first-year programs for freshmen offer

- coherent, high-quality class experiences shaped by the student’s interests and imagination
- the environment of a fine small college with the courses and resources of a major research university
- opportunities early in the college career to get to know a small group of students and faculty members who share particular interests

First-Year Interest Groups (FIGs)

In a FIG, 20 freshman students jointly take two general-education-satisfying courses and a faculty-led College Connections seminar during fall term. Students engage in projects and assignments specific to each FIG as faculty members offer mentoring and advising. The seminar may also include informal out-of-class events such as hikes, dinner with the professor, or excursions to concerts or plays. Each group has a FIG academic assistant—an advanced undergraduate student—who assists in the seminar to help new students navigate the university. There are more than 50 FIGs to choose from each year.

Honors and Awards

Academic Honors

Departmental Honors

Many departments at the University of Oregon offer a bachelor’s degree with honors in the academic major. Students may graduate with honors in the following majors:

College of Arts and Sciences—anthropology; biochemistry; biology; chemistry; Chinese; cinema studies; classics; comparative literature; computer and information science; earth sciences; economics; English; environmental science; environmental studies; ethnic studies; French; general science; general social science; geography; German; history; humanities; human physiology, international studies; Italian; Japanese; linguistics; marine biology; mathematics; medieval studies; philosophy; physics; political science; psychology; religious studies; Romance languages; Russian, East European, and Eurasian studies; sociology; Spanish; theater arts; women’s, gender, and sexuality studies.

Charles H. Lundquist College of Business—accounting; business administration.

College of Design—art history; planning, public policy and management.

School of Journalism and Communication—journalism: advertising; journalism: media studies; journalism: public relations.

Specific requirements of departmental honors programs are listed in the departmental sections in this catalog.

Honors Lists

Dean’s List

The Dean’s List is announced after each fall, winter, and spring term. To qualify, a student must be an admitted undergraduate, complete at least 15 credits for the term, and have a term GPA of 3.75 or better; 12 of the 15 credits must be graded. Credits deducted for regression do not count toward the 15-credit requirement. Grade changes recorded through the second week of the subsequent term resulting in a change to the term GPA can effect the Dean’s List notation (removal or addition).

Junior Scholars

The 100 undergraduates with 90 to 134 credits, the last 45 taken at the UO, and the highest GPAs are named junior scholars by the Mortar Board senior honor society during winter term.

Latin Honors

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

Top 10 percent—cum laude
Top 5 percent—magna cum laude
Top 2 percent—summa cum laude

Postbaccalaureate students are not eligible for Latin honors. The Office of the Registrar computes Latin honors upon graduation.

Honor Societies

One means of recognizing outstanding students at the University of Oregon is through election to membership in a chapter of a local, national, or international honor society. Criteria for membership and the scope of activities vary. Some focus on scholastic achievement; others consider grades and other factors such as community service and leadership. Some honor societies select members by invitation only; for others, students must submit applications.

Initiation Fees

Many honor societies charge initiation fees. The Olwen William Harris Endowment Fund has been established to help students who cannot afford to pay initiation fees. To receive money from this fund, students must complete a request form, available from the Office of the Dean of Students. An advisory committee reviews all requests and dispenses the awards.

Honoraries Based on Scholarship

(membership by invitation)
Golden Key
Amy Neutzman, Advisor
541-346-3226
nuetzman@uoregon.edu

Golden Key national honor society recognizes scholastic achievement in undergraduate fields of study. Eligibility is limited to the top 15 percent of juniors and seniors. Students must have a 3.70 GPA and a minimum of 45 credits at the university to be invited. A membership reception is held in the spring, and two scholarships are awarded annually to outstanding junior and senior initiates. Initiation fee: $60.

Phi Beta Kappa Society
Kevin Hatfield, President
541-346-1977
www.uoregon.edu/~pbk

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honor society in the nation. The UO has the only Phi Beta Kappa chapter in the Oregon University System.

The society honors students whose undergraduate academic records fulfill the objectives of a liberal arts education. Selection for Phi Beta Kappa is not automatic, but students do not have to apply or be nominated for consideration.

After screening academic records, a committee of Phi Beta Kappa members makes recommendations to the membership at large. Following an election meeting in late May, elected students are invited to join. Also elected are the Oregon Six—six students voted the most outstanding of those elected to membership that year. Students who accept the invitation to join are initiated before spring commencement. Initiation fee: $45.

Criteria for membership are listed on the Phi Beta Kappa website. Students are typically invited to join the society shortly before they graduate.

Honoraries Based on Scholarship, Leadership, and Service

Friars
Established in 1910, Friars is the oldest honorary on campus. Membership is composed of faculty members and of students who have completed at least three years of study. Criteria are contributions to the university, potential for community leadership, and commitment to the university as alumni. No application is required. Prospective members are nominated by the active membership. New members are selected each spring.

Mortar Board
Deanna Belcher, Advisor
541-346-8285
deanna@uoregon.edu

A national honor society for seniors, Mortar Board emphasizes excellence in the areas of scholarship, leadership, and service. To be eligible for membership, students must have at least a 3.35 GPA, must be a full-time student at the University of Oregon, and must have attained junior academic standing as of fall term. Selection and initiation of qualified candidates takes place spring term.

Professional Organizations

Alpha Kappa Delta
Jiannbin Lee Shiao, Advisor
541-346-5366
jshiao@uoregon.edu

An international sociological honor society, Alpha Kappa Delta is open to juniors and seniors who meet the following criteria: a cumulative GPA of at least 3.00, a cumulative GPA in UO sociology courses of at least 3.00, and completion of at least five sociology courses at the University of Oregon, at least four of which must be graded. Members investigate sociological issues and problems through social and intellectual activities that lead to improvement of the human condition. Initiation fee: $55.

Alpha Kappa Psi
Charles Kalnbach, Advisor
541-346-6164
kalnbach@uoregon.edu

Alpha Kappa Psi is a national, professional fraternity for majors and minors in business, computer and information science, and economics. Founded to enhance the business education of men and women, the organization’s mission is to develop well-trained, ethical, skilled, resourceful, and experienced business leaders. To achieve this, each chapter supplements the traditional classroom experience with business field trips, seminars, career activities, research surveys, and other professional events. A cumulative GPA of at least 2.75 is required for membership. Alpha Kappa Psi stands for the highest ideals of conduct and achievement in university and professional life. Initiation fee: $60.

Asklepiads
Jenni Van Wyk, Advisor
541-346-3211
jvanwyk@uoregon.edu

Asklepiads is for students interested in careers in the health sciences. Activities include dispensing prehealth sciences literature, maintaining information files on medical schools, supervising preceptorships in health fields, and arranging tours of the Oregon Health and Science University in Portland. Information and applications are available in 364 Oregon Hall.

Beta Alpha Psi
Joel Sneed, Advisor
541-346-3417
sneed@uoregon.edu

Beta Alpha Psi is a national scholastic and professional accounting and finance fraternity. Its primary objectives are to encourage and recognize scholastic and professional excellence in the field, to provide members with opportunities for self-development and association with practicing accountants and finance professionals, and to encourage in members a sense of ethical, social, and public responsibility. A cumulative GPA of at least 3.00, with a 3.00 in the upper-division accounting and finance courses, is required for membership. Initiation fee: $45.
Beta Gamma Sigma
Lynn R. Kahle, Advisor
541-346-3373
lkahle@uoregon.edu

Beta Gamma Sigma, a national scholastic honor society in business administration, promotes the advancement of education in the art and science of business and fosters integrity in the conduct of business operations. To be eligible for membership, a student must rank in the top 5 percent of the junior class, the top 10 percent of the senior class, or the top 20 percent of a master’s degree program, or be a graduating doctoral candidate. Membership is by invitation only. Selection is by a faculty committee. Beta Gamma Sigma is strictly an honorary organization with no formal meetings other than the social functions accompanying initiation. Initiation fee: $55.

Delta Phi Alpha
Martin Klebes, Advisor
541-346-2818
klebes@uoregon.edu

Chartered in 1936, Delta Phi Alpha is a national honor society dedicated to promoting the study of German language, literature, and civilization; to furthering an interest in and a better understanding of German-speaking people; and to fostering a sympathetic appreciation of German culture.

Membership is open to graduate and undergraduate students who have completed two years of college German. Students must have an overall GPA of 2.75 and a GPA of 3.30 in their upper-division German courses. Initiation fee: $10.

Kappa Kappa Psi
Kappa Kappa Psi is an honorary band fraternity, a brotherhood dedicated to the betterment of bands and ensembles at the University of Oregon. The fraternity provides service around the School of Music and Dance, the campus, and the community, and honors high-quality musicians and students with membership.

Kappa Tau Alpha
541-346-2884
sojcadvising@uoregon.edu

Kappa Tau Alpha is a national honor society that recognizes and encourages high scholastic and professional standards among journalism majors. Membership is by invitation to undergraduate and graduate students in the top 10 percent of their classes. Faculty members in the School of Journalism and Communication select new members. Initiation fee: $30.

Mathematics Association of America
541-346-4705

The student chapter of the Mathematics Association of America sponsors films and talks on subjects that are not usually encountered in the classroom. The talks, by students and faculty members, are geared to undergraduates. Students are welcome to attend events regardless of whether they choose to join the chapter.

Mu Phi Epsilon
Claire Wachter, Advisor
541-346-3758
cwachter@uoregon.edu

An international music fraternity, Mu Phi Epsilon members gain experience in public performances. Music majors who have reached second-term freshman standing in the music-major curriculum are eligible for election on the basis of scholarship, musicianship, character, and personality. Activities include presenting musical programs on and off campus, organizing receptions at musical events, and hosting guest artists. Initiation fee: $43.

Order of the Coif
Margaret L. Paris, Advisor
541-346-3880
mparis@uoregon.edu

Chartered at the UO in 1934, Order of the Coif is a national law school honor society that recognizes superior scholarship and promotes the ethical standards of the legal profession. The School of Law faculty selects members from the top 10 percent of each graduating class. Initiation fee: $25.

Phi Beta
www.phibeta.com (http://www.phibeta.com)

Phi Beta is a professional fraternity for students of music, speech, drama, dance, or art. It aims to encourage high professional standards and support for the creative and performing arts. Membership criteria are based on scholarship and intellectual achievement, career development, and the use of students’ talents to serve other students, schools, and communities. Initiation fee: $25.

Pi Alpha Alpha
Pi Alpha Alpha, a national honor society, promotes scholarship and recognition among students and professionals in public affairs and administration and fosters integrity and creative performance in government and related public service. To become members, past or present students or teachers must display high academic achievement or outstanding public service in public-affairs or public-administration programs of universities that belong to the National Association of Schools of Public Affairs and Administration. Initiation fee: $30.

Psi Chi
psi@uoregon.edu

The purpose of the national Psi Chi society is to encourage, stimulate, and maintain scholarship among psychology undergraduate and graduate students. Potential members must be in the top 35 percent of their class and have at least 12 credits in psychology. A 3.00 GPA is required of graduate students. Selection by application takes place throughout the year. Initiation fee: $30.

Sigma Tau Delta
Corbett Upton, Advisor
541-346-3961
cupton@uoregon.edu

Sigma Tau Delta is the international English honor society, an organization that confers distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies. Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and
literature. A member of the Association of College Honor Societies, Sigma Tau Delta began in 1924 at Dakota Wesleyan University. There are more than 800 active chapters located in the United States, the Caribbean, Europe, and the Middle East. To be eligible to apply, students must have a minimum overall GPA of 3.25 and a minimum English GPA of 3.50, and have completed at least three semesters or five terms of college course work and four English courses by the spring term. Initiation fee: $40.

Upsilon Pi Epsilon
Michal Young, Advisor
541-346-4140
michal@uoregon.edu

Upsilon Pi Epsilon is the only existing honors society in the computing and information disciplines. Its mission is to recognize academic excellence at both the undergraduate and graduate levels. Criteria for membership are available from the advisor. Initiation fee: $15.

Service Organizations
Alpha Phi Omega
apo@uoregon.edu

A service honorary organization for undergraduate and graduate students, Alpha Phi Omega develops leadership skills and promotes friendship by serving the local community. Applications are accepted year-round in Suite 4 of the EMU. Initiation fee: $15.

Awards and Prizes
Individual and Organization Awards
Listed are major university awards presented during Family Weekend in May. Selection criteria are available from the honors and awards coordinator in the Office of the Dean of Students.

- American Association of University Women Senior Recognition Award (senior woman)
- Arts and Advocacy in the Lesbian Community Award (art or music student)
- Bess Templeton Cristman Award (junior woman)
- Burt Brown Barker Vice Presidential Cups (men’s and women’s living organizations)
- Centurion Awards (undergraduate and graduate students)
- Robert and Opal Clark Scholarship (any student)
- Dean’s Award for Service (senior)
- Doyle Higdon Memorial Trophy (sophomore student-athlete)
- Ella Travis Edmundson and Mercy Travis Davis Scholarship (sophomore, junior, and senior women)
- Emerald Athletic Award (senior student-athlete)
- Friendship Foundation Awards (international student)
- Frohmayer Award (fifth-year senior)
- John Moore Scholarship (lesbian, gay, bisexual, and transgender concerns)
- Gerlinger Cup (junior woman)
- Gherty-Moore Nontraditional Student Scholarship
- Golda Parker Wickham Scholarship (any student)
- Graduate Service Awards (master’s or doctoral students)
- R. J. Hoyman Scholarship (lesbian, gay, bisexual, and transgender concerns)
- International Student Awards (any student)
- Jackson Athletic Trophy (senior woman athlete)
- Jewel Hairston Bell Award (person of color)
- Jim Buch Award (junior)
- Koyl Cup (junior man)
- Mary Hudzikiewicz Award (freshman)
- Maurice Harold Hunter Leadership Scholarship (junior man from Oregon)
- Mother’s Club Scholarships (any student)
- Nontraditional Student Award
- Osher Scholarship (reentry nontraditional students)
- Paul Olum Award (senior)
- Ray Hawk Award (senior)
- School of Music and Dance (music students)
- Theresa Kelly Janes Award (any student)
- Vernon Barkhurst Award (sophomore)
- Wilson Cup (senior)

Fellowships and Scholarships
For information about other fellowships and scholarships, see Student Financial Aid and Scholarships and departmental sections of this catalog.

- Neil D. Blackman Memorial Scholarship (political science award to undergraduate and graduate students studying humanities or political philosophy relevant to human rights and the responsibilities of individuals to democratic institutions)
- Thomas Condon Fellowship in Paleontology (graduate student of paleontology)
- Eric Englund Scholarship (senior or first-year graduate student in English or history)
- Alice Henson Ernst Scholarship (first-year graduate student in English)
- Barry M. Goldwater Scholarship (sophomore or junior math and science majors)
- Fulbright Grants for Overseas Study (graduate students)
- Fulbright-Hays Dissertation Research Abroad Program (doctoral candidates)
- German Academic Exchange Service Study Grant
- Walter and Nancy Kidd Scholarships (undergraduate students)
- Marshall Scholarship
- Outstanding Graduate Teaching Fellow Award (graduate teaching fellow in geological sciences)
- Rhodes Scholarship
- Rotary International Ambassadorial Scholarship (junior or senior-year undergraduate or graduate)
- Stanley Maveety Scholarship (first-year graduate student in English)
- Lloyd Staples Fellowship (undergraduate and graduate students in geological sciences)
- Truman Scholarship (junior-year undergraduate student)
- James C. Stovall Fellowship Fund (awards to undergraduate students of geological sciences)
Prizes
Several cash prizes are awarded for student essays and other competitions. The Department of Women’s, Gender, and Sexuality Studies administers the Bruce M. Abrams Award in Lesbian, Gay, Bisexual Studies. The winning undergraduate project, which may be from any discipline, is honored with a $500 prize.

The Department of Mathematics administers the William Lowell Putnam examination, a national competition offering prizes to top finishers.

The George W. Cherry Speech Award is a scholarship given to the best public speaker in the forensics program.

The Department of Philosophy oversees the George Rebec Essay Contest. Two prizes—$100 gift certificates to the Duck Store—are awarded for the best undergraduate and graduate essays on any area of philosophy. Walter and Nancy Kidd Writing Prizes for undergraduate students are administered by the Creative Writing Program.

Students should inquire at their home departments about additional contests or competitions for expository or creative writing or other student projects.

University Teaching and Learning Center
Susan Lesyk, Director
541-346-3226
541-346-2184 fax
68 Prince Lucien Campbell Hall
tlc.uoregon.edu

The University Teaching and Learning Center (TLC) offers information, resources, and guidance to faculty members who would like to enhance their teaching and students who intend to improve their learning and the quality of their course work.

Tutoring
Free, drop-in tutoring for mathematics, writing, and first-year language is available throughout the week on the fourth floor of Knight Library in TLC Sky Studio. Writing and language tutors hold sessions and offer feedback, allowing students to take the next step in their studies. For math help, tutors circulate throughout the room to clarify concepts in algebra, trigonometry, and calculus.

For consistent, ongoing help throughout the term, students should consider small-group tutoring. Groups of six or fewer students meet two hours a week for support in specific math, language, and science courses. For individual tutoring and costs, contact the center office, where a tutor database for many UO courses is maintained. tlc.uoregon.edu/tutoring

Courses
One- to 3-credit courses offer strategies to improve the quality of course work, enhance learning, and boost academic confidence. Subjects include time management, test-taking, critical thinking, speed reading, and more. tlc.uoregon.edu/courses

Individual Meetings
Learning skills specialists are available to meet students on an individual basis to discuss specific concerns, suggest alternative approaches to studying or completing course work, and offer resources that help students reach their educational goals.

Workshops
Each fall, the center’s Get Savvy program features free workshops on topics related to academic success. Additional sessions on topics such as maximizing time or preparing for midterm examinations are available throughout the year. tlc.uoregon.edu/workshops

Test Preparation
The center offers preparation for the Graduate Record Examination, Graduate Management Admission Test, and Medical College Admission Test. These test preparation workshops are designed to reduce test anxiety and help students gain knowledge, skills, practice, and confidence, and reduce test anxiety. tlc.uoregon.edu/testprep

Programs
In addition to services available to all students, the center houses programs that address the needs of specific student populations.

Class Encore provides small-group study sessions for large classes that allow students to get together once a week outside of class to discuss course concepts, ask questions, and collaborate to solve problems. classencore.uoregon.edu

TLC Sky Studio. Writing and language tutors hold sessions and offer feedback, allowing students to take the next step in their studies. For math help, tutors circulate throughout the room to clarify concepts in algebra, trigonometry, and calculus.

For consistent, ongoing help throughout the term, students should consider small-group tutoring. Groups of six or fewer students meet two hours a week for support in specific math, language, and science courses. For individual tutoring and costs, contact the center office, where a tutor database for many UO courses is maintained. tlc.uoregon.edu/tutoring

Courses
One- to 3-credit courses offer strategies to improve the quality of course work, enhance learning, and boost academic confidence. Subjects include time management, test-taking, critical thinking, speed reading, and more. tlc.uoregon.edu/courses

Individual Meetings
Learning skills specialists are available to meet students on an individual basis to discuss specific concerns, suggest alternative approaches to studying or completing course work, and offer resources that help students reach their educational goals.

Workshops
Each fall, the center's Get Savvy program features free workshops on topics related to academic success. Additional sessions on topics such as maximizing time or preparing for midterm examinations are available throughout the year. tlc.uoregon.edu/workshops

Test Preparation
The center offers preparation for the Graduate Record Examination, Graduate Management Admission Test, and Medical College Admission Test. These test preparation workshops are designed to reduce test anxiety and help students gain knowledge, skills, practice, and confidence, and reduce test anxiety. tlc.uoregon.edu/testprep

Programs
In addition to services available to all students, the center houses programs that address the needs of specific student populations.

Class Encore provides small-group study sessions for large classes that allow students to get together once a week outside of class to discuss course concepts, ask questions, and collaborate to solve problems. classencore.uoregon.edu

The Health Professions Program provides guidance and resources for students interested in pursuing careers in health fields. Advisors help students make informed curricular choices, find enriching opportunities, and prepare competitive graduate school applications. healthprofessions.uoregon.edu

Student Support Services (part of the federally funded Trio Program) provides students comprehensive support, including academic and personal counseling, study skills workshops, and assistance securing financial aid and scholarships. trioss.uoregon.edu

The McNair Scholars Program (part of the federally funded Trio Program) prepares qualified juniors and seniors for graduate study. Students engage in funded research, produce competitive Graduate School applications, and locate funding sources for advanced study. mcnair.uoregon.edu

Pathway Oregon provides comprehensive support to eligible students. Advisors assist students in making choices that help them achieve their academic, personal, and career goals. This program is offered to eligible students at the time of their admission to the University of Oregon. pathwayoregon.uoregon.edu

The Undergraduate Support Program offers academic support to students who have the potential, motivation, and commitment to earn University of Oregon degrees, despite having faced obstacles that affected previous academic performance. Students are notified of eligibility at the time of their admission. tlc.uoregon.edu/usp

The Teaching Engagement Program
Lee Rumbarger, Director
tep.uoregon.edu

The UO Teaching Engagement Program supports teachers across ranks and disciplines, building a resourceful campus teaching culture. Faculty members engage in workshops, seminars, and individual consultations on a wide range of topics, such as innovative assignments, student
evaluations, learning objectives, classroom dynamics, mentoring students, and technology in the classroom.

Courses

TLC 101. Introduction to University Study. 3 Credits.
Helps students learn, adapt, and apply effective study skills, including strategies for time management, note taking, critical reading, writing, and test preparation.

TLC 199. Special Studies: [Topic]. 1-5 Credits.
Addresses specific topics such as time management, reading, writing, testing, presentation skills, and math strategies. Repeatable twice per topic for maximum of 6 credits.

TLC 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Topics include grammar and style, research skills, critical thinking, communication, and speed reading.

TLC 408. Workshop: [Topic]. 1-4 Credits.
Repeatable.

TLC 409. Practicum: [Topic]. 1-4 Credits.
Repeatable for maximum of 6 credits.

TLC 508. . 1-4 Credits.

TLC 608. Workshop: [Topic]. 1-4 Credits.
Repeatable.

TLC 609. Practicum: [Topic]. 1-4 Credits.
Repeatable for maximum of 6 credits.

Supplementary Academic Programming

The college experience may not be limited to what is learned solely on the university campus. Academic Extension offers options for those returning to higher education after a period away, those interested in noncredit educational opportunities, or those who seek degree credit outside the classroom. Overseas study opportunities are available through the Office of International Affairs for those who want to expand their intellectual and cultural horizons and to broaden their perspective of the world. For those who want to pursue a career in the military, the Department of Military Science provides opportunities to study leadership principles, military organization and history, and the place of the armed forces in serving the goals of national policy.

Academic Extension

Sandra Gladney, Executive Director
541-346-4231
800-824-2714
Baker Downtown Center
975 High St., Suite 110
1277 University of Oregon
Eugene, Oregon 97403-1277

Academic Extension at the University of Oregon provides educational opportunities to people seeking university-level instruction and enrichment beyond the traditional campus experience. Activities include lectures, conferences, seminars, workshops, and formal courses with opportunities to earn a variety of credentials for professional development and lifelong learning.

Academic Programs

Applied Information Management (AIM) Master’s Degree
aim.uoregon.edu
This master of science degree is an interdisciplinary studies program through the Graduate School. It is designed to engage midcareer professionals in relevant studies in information management, information design, business management, and applied research. Course work is fully online. See the Graduate Studies section of this catalog for a complete program description.

Community Education
cep.uoregon.edu
An important dimension of the University of Oregon’s responsibility to continuing education is the Community Education Program, which makes university courses available to people who are not formally admitted to the university.

Community education students may register for a maximum of 8 credits per academic term. Credits earned through the Community Education Program are listed on a student’s permanent UO academic record.

Distance Education
de.uoregon.edu
Distance Education's online format provides both admitted and community education students the flexibility of completing course work outside the traditional classroom setting. Courses follow the academic term schedule. Delivery format and assessment methods vary by course.

Substance Abuse Prevention Program
sapp.uoregon.edu
The Substance Abuse Prevention Program (SAPP) provides course work in the areas of substance abuse, drug and alcohol prevention, treatment, and recovery, as well as related topics. See the Counseling Psychology and Human Services section of this catalog for a complete program description.

Summer Session
uosummer.uoregon.edu
Enrollment during summer session does not require formal admission to the university. Summer courses carry university credit and begin throughout the summer. Most academic departments, schools, and colleges at the university offer courses in summer. Detailed information about summer courses, fees, and registration is available on the summer session website in early March. The 12-week 2018 summer session lasts from June 25 to September 14.

The university can assist students with loans, grants, and part-time work during the summer. Financial aid is available only for students who are admitted to the university and enrolled in a program leading to a degree. A student must be in good academic standing to receive financial aid. Additional information and application forms are available on the UO financial aid website.

Single- and multiple-occupancy rooms in university residence halls are available in summer. Student family housing is limited because
year-round students occupy most units during the summer. Rental houses, apartments, and various short-term rentals are available near the campus.

**Professional Development**

**Professional Development for Educators**
pde.uoregon.edu

Professional Development for Educators partners with academic departments within the UO to offer courses, workshops, and conferences that grant graduate credit or professional development units for in-service teachers. Workshops meet licensure requirements for K–12 educators and fulfill new professional development and continuing education initiatives.

**Real Solutions**

Real Solutions is an online, self-paced learning program delivering engaging professional-development instruction to educators. Courses contain content from leading experts and are built using evidence-based strategies to enhance online learning. Completion of a Real Solutions course yields professional development units and continuing education units from the university.

**Lifelong Learning**

**Mindfulness-Based Stress Reduction**
mindfulness.uoregon.edu

Mindfulness-Based Stress Reduction is a program that teaches participants how to harness their own innate abilities to diminish stress and pain, improving overall physical and mental health. This eight-week noncredit course in stress-reduction techniques is inspired by the curriculum pioneered more than 30 years ago at the University of Massachusetts Medical School. It is offered to members of the university and surrounding communities fall, winter, and spring terms.

**Osher Lifelong Learning Institute**

oshers.uoregon.edu

This noncredit, self-support program was originally established in 1993 to meet the educational interests of mature adults. The Osher Lifelong Learning Institute at the University of Oregon is offered at program sites in Eugene-Springfield and central Oregon. The curriculum explores the humanities, the sciences, current affairs, and the arts through a varied schedule of lectures, short courses, study and discussion groups, and other activities. An annual fee covers participation in the majority of program offerings. Previous attendance or association with the university is not required for membership.

**Road Scholar Program**

academicextension.uoregon.edu/roadscholar

Road Scholar is the new name for programs offered by Elderhostel Inc., the nonprofit world leader in educational travel for lifelong learners. Working in cooperation with the Oregon Bach Festival, Academic Extension offers weeklong Road Scholar sessions in conjunction with this internationally acclaimed, UO-based festival. The Road Scholar Program offers in-depth and behind-the-scenes learning experiences that blend festival events with lectures, lecture demonstrations, and exclusive events led by guest artists and UO faculty members.

**UO Insight Seminars**
uoinsight.uoregon.edu

UO Insight Seminars are short-term, extensive investigations of art, literature, poetry, philosophy, history, architecture, archaeology, religion, and current events. Led by UO and guest faculty members who provide formal study guides and lead college-level discussions, the seminars offer college-level study for the sake of personal fulfillment.

**Other Services**

academicextension.uoregon.edu/services

**Customized Training**

By partnering with Academic Extension, businesses, nonprofits, and government organizations can develop and administer trainings on- or offsite, offering professional development units, continuing education units, or UO credit.

**Conferences and Special Programs**

Administrative support is provided for a variety of conferences and noncredit workshops, including events offered by academic departments and individual faculty members developing activities for UO students and community members, academic societies, associations, regional meetings, and nonacademic community-interest programs.

**Military Science**

Sharel L. Pond, Department Head
541-346-3102
800-542-3945
541-346-2813 fax
1679 Agate St.
1297 University of Oregon
Eugene, Oregon 97403-1297
goldbar@uoregon.edu

The Department of Military Science, an instructional department that reports to the senior vice president and provost, offers four years of military science courses, lower and upper division. The 300- and 400-level courses are restricted to contracted Reserve Officer Training Corps (ROTC) cadets pursuing commissions as officers in the United States Army. The 100- and 200-level courses are open to interested students.

**Curriculum**

The curriculum is an interdisciplinary course of study designed to meet the following objectives:

1. Provide opportunities to learn and practice leadership styles, dimensions, and techniques
2. Provide an understanding of the historical role of the US Army and how that role supports the goals and objectives of national policy
3. Develop and improve communication skills using practical oral and written exercises
4. Develop an understanding of the professional military ethic
5. Provide general knowledge of the structure of the US Army, its organization, and how its various components work together
6. Provide an understanding of American military history and the leadership principles that cause military leaders to succeed or fail
Lower Division

Lower-division (100- and 200-level) courses are offered for 1 or 2 credits each. The 100-level courses are offered to freshmen; the 200-level courses are offered to sophomores and upperclassmen. These courses provide the basic framework of knowledge and emphasize basic military terms, leadership, organization, and military history.

Upper Division

Upper-division (300- and 400-level) courses primarily are offered for 4 credits each. These courses are offered only to contracted cadets, or those in the process of contracting, who have satisfactorily completed the two three-course sequences Military Science I (MIL 121–123) and Military Science II (MIL 221–223). They provide the advanced leadership, decision-making, communication, ethics, and tactical education to prepare the student to become a commissioned officer in the U.S. Army.

Extracurricular Activities

The department supports a variety of events including ranger challenge (a club sport), intramural football, basketball, softball, and color guard for all home football games and UO Commencement.

About ROTC

The US Army supports ROTC programs at colleges and universities throughout the United States. 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. Each cadet must take, in addition to military science courses, a course in military history and in written communication. Most of these courses count toward general-education group requirements for a bachelor’s degree.

The US Army sponsors two-, three-, and four-year federal scholarships, awarded competitively by the Army to students who seek a commission. It is possible for undergraduate students to obtain a commission through either a two-, three-, or four-year program of instruction. Graduate students who meet age requirements and have two academic years remaining at the UO may also pursue a commission through ROTC. Students interested in pursuing a commission, a scholarship, or both should contact the department.

Courses

MIL 121. Military Science I. 2 Credits.
Constitutional beginnings, organization, and role of today’s army; physical fitness; introduction to equipment and small-unit operations.

MIL 122. Military Science I. 2 Credits.
Operational and survival skills, topographic map reading and land navigation, first-aid, small-unit tactics, and practical exercises with Army weapons and equipment.

MIL 123. Military Science I. 2 Credits.
Characteristics and methods of successful leadership—building trust, understanding, cooperation, and communication; responsibilities of leadership including personal motivation and ethics.

MIL 131. Physical Training. 1 Credit.
Participatory physical training program that follows the U.S. Army’s physical fitness program. Prepares students for the rigors of military activities through a systematic physical conditioning process.

MIL 141. Ranger Challenge. 3 Credits.
Course training focuses on basic infantry individual and team skills. Course culminates in squad-sized teams competing against other schools in the region.

MIL 191. Leadership Laboratory. 1 Credit.
Repeatable. Laboratory for practical experience. Assesses cadet leadership potential, communication, problem-solving, and decision-making skills. One field-training exercise a term. Repeatable five times for maximum of 6 credits.

MIL 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable. A current topic is Physical Fitness Training. Repeatable six times for maximum of 6 credits.

MIL 221. Military Science II. 2 Credits.
Basic leadership and technical military skills—map reading, first aid, and communication skills. Focus is individual abilities and building effective teams.

MIL 222. Military Science II. 2 Credits.
Purpose, roles, and obligations of commissioned officers; organizational values and their application to the decision-making process; military tactics in small-unit operations.

MIL 223. Military Science II. 2 Credits.
Self and team development in Army operations; comprehension and use of the five-paragraph Operations Order; tactics; land navigation.

MIL 321. Military Science III. 4 Credits.
Teaches the sixteen leadership dimensions and application to infantry tactics, operation orders, and orienteering. Lectures, laboratory, field training exercises. Prereq or coreq: MIL 223

MIL 322. Military Science III. 4 Credits.
Strengthens individual abilities with experience in marksmanship, drill, and tactics. Lectures, laboratory, field training exercises. Prereq: MIL 223

MIL 323. Military Science III. 4 Credits.
Evaluates leadership abilities in tactical and nontactical settings. Lectures, laboratory, field training exercises. Prereq: MIL 223

MIL 331. Physical Training. 1 Credit.
Emphasizes physical fitness and overall good health. Focus is on the intensity, duration, and frequency of fitness training, resulting in improved health and physical fitness.

MIL 405. Reading and Conference: [Topic]. 1-3 Credits.
Repeatable.

MIL 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

MIL 421. Military Science IV. 4 Credits.
Planning, evaluating, and conducting unit training and practical exercises. Lectures, laboratory, and field training exercises. Prereq: MIL 323

MIL 422. Military Science IV. 4 Credits.
Study of judicial and nonjudicial proceedings and administrative actions available to commanders. Lectures, laboratory, and field training exercises. Prereq: MIL 323.

MIL 423. Military Science IV. 4 Credits.
Duties and responsibilities of a lieutenant; ethical decision making, counseling subordinates, evaluation reports, transition to active duty. Lectures, laboratory, and field training exercises. Prereq: MIL 323
Global Education Oregon (GEO) offers more than 250 programs on five continents where UO students may study, conduct research, or participate in a wide range of internships or service-learning experiences. These opportunities include full-term study-abroad programs; academic year exchanges with international universities; and short-term, faculty-led programs often held during the summer session. For complete information about all program opportunities, visit geo.uoregon.edu.

New Programs

The Study Abroad Programs Committee reviews GEO-sponsored study-abroad programs and approves new program proposals. Information about programs currently under development is available from the Office of International Affairs.

Internships

University of Oregon students may earn academic credit while they gain professional development experience abroad. Internships are open to juniors, seniors, and master’s degree students who are currently enrolled in a UO degree program. Financial aid, including scholarships, is available. Several GEO programs allow students to combine part-time internships and part-time study in the same term abroad.

Grants and Scholarships

Because students are registered at the University of Oregon while participating in a study-abroad program, they are eligible to receive most or all of their UO-awarded financial aid. In addition, numerous scholarships are available for both undergraduate and graduate students planning to study or intern abroad.

Distinguished international scholarships are also available to qualified graduating seniors and graduate students for research, university study, and international teaching. Fulbright grant applications must be submitted to the Fulbright Program advisor in early fall. The Office of International Affairs offers scholarship and grant advising for students. For a comprehensive overview of funding options abroad, visit geo.uoregon.edu/scholarships.

Course Equivalencies

When you participate in a GEO or GEO-sponsored study-abroad program, you will receive University of Oregon residency credit. For complete details, refer to the course equivalency process (http://geo.uoregon.edu/Uostudents) and the Office of the Registrar course equivalency database (http://registrar.uoregon.edu/geo-course-equivalencies).

Academic Resources

To help students succeed in navigating the rigors of competitive higher education, the University of Oregon offers an array of support programs and resources for dedicated scholars in their quest for academic excellence.

Information Services

Jessie Minton, Vice Provost for Information Services and Chief Information Officer
541-346-1702
541-346-4397 fax
257 Computing Center
1212 University of Oregon
Eugene, Oregon 97403-1212
Information Services provides a variety of campus-wide services:

- E-mail accounts and passwords
- Calendaring
- Telephones and voicemail
- Wireless and wired networking
- Data centers
- Virtual servers and storage
- Technology Service Desk, a help desk for questions about accounts, software, wireless, and so forth

Information Services also operates the administrative software for finance data, student records, human resources records, and payroll, as well as a business reporting and analysis service.

**Technology Service Desk**

541-346-4357
Computing Center, South Lobby
1225 University of Oregon
Eugene, Oregon 97403-1225
techdesk@uoregon.edu
https://it.uoregon.edu/is-tech-desk-services

The Information Services Technology Service Desk ("Tech Desk") supports and aids university-affiliated students and members of the faculty and staff with their computing needs. Tech Desk services include the following:

- Software troubleshooting
- Account support
- First-level Ethernet and wireless network support
- Education in personal computing best practices

Its walk-in hours are Monday–Friday, 8:00 a.m.–5:00 p.m. During fall, winter, and spring terms, telephone and e-mail support is available Monday–Friday, 8:00 a.m.–7:00 p.m.; during summer session, Monday–Friday, 8:00 a.m.–5:00 p.m.

**IT Website**

http://it.uoregon.edu

The UO information technology (IT) website includes the following:

- Software downloads
- Step-by-step instructions for common technology-related tasks
- IT-related event announcements

**Labor Education and Research Center**

Robert Bussel, Director
541-346-5054
541-346-2790 fax
1675 Agate St.
1289 University of Oregon
Eugene OR 97403-1289

The Labor Education and Research Center (LERC) was established at the University of Oregon in 1977 with funding provided by the Oregon legislature to serve the educational and research needs of Oregon workers and their organizations. LERC has an advisory board that includes representatives from state labor and community organizations and other related constituencies. A university-based advisory committee also works with LERC faculty members on campus educational programs.

The center serves as a liaison between members of Oregon’s labor relations community and the state university system. The center’s research and educational programs provide a catalyst for interaction among labor leaders, public officials, arbitrators, labor relations specialists, community and nonprofit organizations, and members of the academic community.

The center produces educational programs including seminars, conferences, workshops, and short courses on campus and throughout the state. It offers training and education to workers and unionists in grievance handling, arbitration, collective bargaining, health and safety, and other issues of concern in today’s complex and rapidly changing economy. Most of these programs are offered without credit.

The broader labor relations community of arbitrators, mediators, and labor relations professionals is served through LERC’s conferences and programs on public- and private-sector labor law, worker participation, and labor-management cooperation.

Faculty members conduct both applied and scholarly research on current and emerging issues in labor relations and working life. Areas of research include the changing environment and structure of collective bargaining, sustainability and green jobs, immigration and Oregon’s changing workforce, workplace health and safety, economic justice and the low-wage economy, privatization, and worker rights in organizing and dispute resolution.

For students enrolled at the University of Oregon, the LERC faculty teaches for-credit courses in academic departments on topics such as labor history, labor policy, immigration, and economic justice. In addition, LERC also provides a participatory learning experience for undergraduate students, an intensive internship with Oregon labor organizations on research and related projects—Supervised Field Study (LERC 406). Students earn 4 credits each term of the internship. To participate, students must get preapproval from the LERC faculty.

The center’s faculty members work with students to determine how a LERC course fits into their academic programs. Faculty members are available to students for consultation related to the center’s interest areas. More information is available from the center.

**LERC in Portland**

LERC offices in Portland offer services to the metropolitan area through general and specialized programs. The Portland office is located in the University of Oregon’s White Stag Block at 70 NW Couch Street, Suite 353; telephone 503-412-3721.

The Labor Education and Research Center is a member of the United Association for Labor Education and the Pacific Northwest Labor History Association.
The UO Libraries collaborates with faculty members and students to advance research and scholarly communication using new media and digital technologies. Based on a foundation of access, sharing, and support.

The UO Libraries, an Association of Research Libraries member, houses one of the largest research collections in the Pacific Northwest and serves as many as 10,000 users per day. Extensive holdings of manuscripts, microforms, CDs, DVDs, phonograph records, films, videotapes, slides, maps, and state, federal, and international documents complement the core collections. To meet the growing demand for digital resources, the UO Libraries continues to expand its digital holdings, with more than 240,600 digital items and 670,000 digital newspaper pages currently available online.

**Facilities and Resources**

University of Oregon Libraries comprises Knight Library, five on-campus branch libraries, and two off-campus branch libraries. On-campus libraries include the Global Scholars Hall Library Commons; John E. Jaqua Law Library, located in the Knight Law Center; the Allen Price Science Commons and Research Library, located in the science complex; the Mathematics Library, in Fenton Hall; and the Architecture and Allied Arts Library, in Lawrence Hall. Off-campus libraries include the Loyd and Dorothy Rippey Library at the Oregon Institute of Marine Biology in Charleston, Oregon, and the Portland Library and Learning Commons. Reference and research service is provided in all libraries. For library hours, consult the website.

The libraries provide access to an array of services and technology, including scanning equipment, digital cameras, color printers, and desktop computers equipped with production, presentation, and graphics software. Facilities for audio and video transfer and editing are available in Knight Library.

The UO Libraries' website is an excellent starting point from which to explore myriad information resources. With robust search capabilities, the website gives access to information on resources in all formats. Materials not held by the UO Libraries or its regional partners may be borrowed through interlibrary loan.

The library's online catalog is constantly updated with information about the circulation status of library materials, new books and book orders, and electronic journals. Users can search numerous online periodical indexes, newspapers, e-books, and e-journals. Search tools for e-journals are accompanied by a feature that allows users to easily locate the full text of articles. Convenient access to collections of digitized print and nonprint material is provided through the website as well.

**Services**

The UO Libraries' instructional programs include technology workshops, in-class presentations by librarians, and credit courses on research methods, information access, and digital scholarship. These programs reach more than 22,000 students and faculty members each year.

The library provides a full range of instructional technology services, including classroom technology design and maintenance, educational video production, streaming media services, support for the university’s learning management system, and instructional technology assistance for teaching, learning, research, public service, and outreach. The library also provides delivery and maintenance of instructional technology equipment to classrooms across campus.

The UO Libraries collaborates with faculty members and students to advance research and scholarly communication using new media and digital technologies. Based on a foundation of access, sharing, and support.
preservation, the library provides digital asset management, digital preservation, training, consultations, and tools for digital scholarship. The library also manages and maintains the UO Scholars’ Bank, an online archive of the scholarly output of the campus community.

Library services and facilities are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. For more information, call Knight Library’s Reference and Research Services desk, 541-346-1818.

Borrowing
Students who are currently enrolled or registered University of Oregon faculty and staff members may borrow materials from the UO Libraries. They may also borrow materials and receive online article deliveries from any of the other libraries with which the UO Libraries has reciprocal lending agreements. A number of document delivery services are available, including special programs for distance-education students. Through its course reserves program, the library provides students with access to selected course readings. Information on access to user accounts and other services is available on the library’s website.

Student Employment
The library employs students to assist in all facets of library operations, and students are often able to work in areas related to their academic, professional, and personal interests. For more information, contact the library’s Human Resources office at 541-346-1894.

History
The first official library at the University of Oregon was established in 1891, when Henry Villard donated a book collection valued at $1,000. As collections grew during the next twenty years, the library moved to progressively larger quarters in various locations. In 1905 the legislature appropriated funds for a new library building, now Fenton Hall. The building was completed in 1907, and a fireproof stack annex was added in 1913.

Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as “exotic, a combination of modernized Lombardy and Greco-Roman with art deco details.” The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places.

Additions to Knight Library were constructed in 1950 and 1966. During a third expansion and renovation project, a 132,000-square-foot addition was completed in 1992, and substantial renovation of the existing building was completed in 1994.

Donor Program
Gifts from alumni and friends help strengthen library collections, purchase new technology, employ student assistants, and preserve Oregon’s rich history. Library donors receive the biannual publication *Building Knowledge*. For more information, call the Library Development office at 541-346-1890.

Faculty

Margaret H. Bean, associate librarian; head, science libraries. BA, 1978, Scripps College; MLS, 1979, California, Berkeley. (2007)

Andrew R. Bonamici, senior librarian; associate dean for media and instructional services. BA, 1983, Marylhurst; AMLS, 1984, Michigan, Ann Arbor. (1985)


Barbara A. Butler, professor; science librarian. BS, 1980, MS, 1983, California, Davis; MLS, 1990, California, Berkeley. (1992)


David de Lorenzo, Giustina Director of Special Collections and University Archives. (2016)


Martha “Mar” Gonzalez Palacios, assistant librarian; art and architecture librarian. BA, 1991, Universidad Iberoamericana (Mexico City); BFA, 2001, Emily Carr Institute of Art and Design; MLIS, 2007, British Columbia. (2014)


Hehine Hakobyan, associate librarian; Slavic librarian. BA, 1983, Kurgan College of Culture and Enlightenment; MA, 1988, Tyuman State University; MLS, 2003, City University of New York, Queens College. (2007)


Michael Majdic, professor; video producer and director. BA, 1984, Illinois at Urbana-Champaign; MA, 1993, Sangamon State. (1994)


Victoria S. Mitchell, associate librarian; social sciences data services and government documents librarian. BS, 1979, California; MLS, 1989, Simmons College. (2001)


Elizabeth M. Peterson, associate professor; humanities librarian and curator of moving images. BA, 1990, California, Santa Cruz; MLIS, 2002, San Jose State. (2006)


Jeffrey Staiger, associate librarian; humanities librarian—Romance languages. BA, 1985, Williams College; PhD, 1997, California, MLS, 2005, Rutgers. (2006)


Kathleen P. Stroud, assistant librarian; David and Nancy Petrone Map-GIS Librarian. BS, 1988, Pennsylvania State; MLS, 2005, Maryland, College Park. (2011)


Emeriti


J. Richard Heinzkill, professor emeritus. BA, 1955, Saint John’s (Collegeville); AMLS, 1964, Michigan, Ann Arbor. (1967)

Donald L. Hunter, professor emeritus. BS, 1945, Nebraska. (1946)


Edward C. Kemp, professor emeritus. AB, 1951, Harvard; MLS, 1955, California, Berkeley. (1955)


Guido A. Palandri, professor emeritus. BA, 1949, Oregon; BLS, 1954, California, Berkeley. (1960)

Huibert Paul, assistant professor emeritus. BA, 1963, Sophia, Tokyo; MLS, 1965, California, Berkeley. (1965)


Claire Runkel, assistant professor emerita. BA, 1958, MA, 1961, Minnesota. (1961)


Marcia J. Sigler, assistant professor emerita. BA, 1944, Ohio Wesleyan; BS, 1956, MLS, 1958, California, Berkeley. (1969)


Luise E. Walker, associate professor emerita; science reference librarian. AB, 1951, Washington (Seattle); AMLS, 1955, Michigan, Ann Arbor; MS, 1961, State University of New York, College of Environmental Sciences and Forestry. (1967)

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

Courses

LIB 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Introduction to general library resources and to subject-related library resources. Repeatable when topic changes.

LIB 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Introduction to general library resources and to subject-related library resources. Repeatable when topic changes.

LIB 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

LIB 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics are Library Resources, Bibliography.

LIB 409. Practicum: [Topic]. 1-12 Credits.
Repeatable.

LIB 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LIB 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics are Library Resources, Bibliography.

LIB 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LIB 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

LIB 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

Multicultural Academic Excellence

Jane Irungu, Director
541-346-3479
541-346-3416 fax
164 Oregon Hall
https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae

cmae@uoregon.edu

The Center for Multicultural Academic Excellence is committed to the retention, support, and academic success of historically underrepresented and underserved populations, including low-income, first-generation, and multiple-identity students. The center provides academic services, leadership development, cultural programming, and dedicated space structured around a program of best practices for student access and success. Services include but are not limited to the following:

- academic advising and support
- scholarship administration
- leadership development and mentoring
- cultural programming
- advocacy (academic petition; financial aid; bias or discrimination)
- graduate school preparation
- tutorial assistance
- dedicated space (computer laboratory with printing privileges)
- selected course offerings with preregistration, including
Museums

Jordan Schnitzer Museum of Art

Jill Hartz, Executive Director
541-346-3027
541-346-0976 fax
1430 Johnson Lane
1223 University of Oregon
Eugene, Oregon 97403-1223
jsma.uoregon.edu

The Jordan Schnitzer Museum of Art (JSMA) is a visual arts resource for students, faculty members, and visitors. The museum collects, preserves, studies, exhibits, and interprets works of art for the benefit of the UO curriculum and for the enrichment of the general public. The museum’s 14,000-piece collection has strengths in Asian, Pacific Northwest, and American art and has recently expanded collecting into the areas of European and Latin American art. More than half of the museum’s collection is searchable online, thanks to grants from the Oregon Cultural Trust.

The JSMA presents exhibitions and programs that emphasize cross-cultural understanding, provide broad education experiences, and support collaborative and interdisciplinary opportunities on and off campus. The collection galleries feature art from the Americas, Europe, China, Japan, and Korea, enhanced with a provocative series of special exhibitions and a full complement of programs designed to keep visitors engaged. A multicultural destination, the museum offers Spanish language materials throughout the galleries.

As a nationally accredited university museum, the Jordan Schnitzer Museum of Art is an important teaching resource. Its exhibitions and programs are based on the multidisciplinary curricular and extracurricular interests of university and community audiences. Museum staff and faculty members lecture, teach, and lead museum tours for UO students and others in the community. Student involvement is encouraged at several levels, beginning with a free student membership program and ranging from internships, practicums, and paid and volunteer opportunities to service on advisory committees.

Opening in 1933 and designed by architect and former dean of the architecture school Ellis Lawrence, the museum, including its Prince Lucien Campbell Memorial Courtyard, is on the National Registry of Historic Places. In 2005, the museum reopened after a few years of renovation, doubling its original size. Today, in addition to its galleries, the museum houses an art-making studio, lecture and reception halls, a museum café, and two exterior courtyards.

Admission is free for museum members, children under eighteen, UO and other college students, and UO faculty and staff members. University identification is required. The museum hours are Wednesday through Sunday, 11:00 a.m. to 5:00 p.m., with extended evening hours every Wednesday until 8:00 p.m.

Museum of Natural and Cultural History

Jon M. Erlandson, Director
541-346-3024
541-346-5334 fax
1680 E. 15th Ave.
1224 University of Oregon
Eugene, Oregon 97403-1224
mnh@uoregon.edu
natural-history.uoregon.edu

The Museum of Natural and Cultural History links research and teaching activities with public programs and exhibits on the natural sciences and cultural history, including extensive research on Oregon archaeology, geology, history, and natural history.

The museum holds important collections of anthropological, archaeological, biological, and paleontological materials. These include the world’s oldest shoes, 10,000-year-old sagebrush bark sandals from Fort Rock Cave, and evidence of North America’s oldest house, a 9,400-year-old summer settlement buried under layers of volcanic ash near Newberry Crater.

Museum exhibits focus on Pacific Northwest geology, archaeology, biology, Native American cultures, and traditional cultures worldwide. Each year, courses in anthropology, biology, geological sciences, architecture, design, and other departments and schools use the museum. Faculty and staff members lecture, teach, and lead museum and field tours for UO students and the broader community. Internship, individual study, volunteer, and employment opportunities are available for students. Graduate students and visiting scholars use the collections for research leading to theses, dissertations, and other publications or reports.

Offering tours and educational activities for children, families, and community groups, the museum works closely with local and regional school districts and other community groups.

Admission is free for UO students, faculty, staff, and museum members, $3 for adults, $2 for seniors and youth, and $8 for families; admission is free for all on Wednesdays. Exhibits and the museum store are open Wednesday through Sunday, 11:00 a.m. to 5:00 p.m.

Oregon State Museum of Anthropology

Jon M. Erlandson, Director
541-346-3031

The Oregon State Museum of Anthropology and its research collections are part of the Museum of Natural and Cultural History. It was established
Programs

The following programs are open to qualified students.

Four-Year Program

The four-year program consists of the general military course (six terms of lower-division air force studies courses, including a laboratory each term) and the professional officer course (six terms of upper-division air force studies courses, including a laboratory each term). Four-year cadets attend a field training course for four weeks during the summer before their junior year of college.

Students may enter the freshman class at the start of the fall, winter, or spring terms. Sophomores may enter at the start of the fall term and take the freshman- and sophomore-level courses concurrently.

Before enrolling in the professional officer course during the last two years of the program, the student must meet AFROTC qualification standards and requirements.

Two-Year Program (currently inactive)

Entry is competitive. Application should be made early in the fall term of the student’s sophomore year. Participants must attend a field training course for six weeks in the summer before their junior year of college. The curriculum includes six terms of upper-division aerospace studies courses, including a laboratory each term. Applicants must have two years remaining in college after the field training, which may be undergraduate or graduate work or a combination of the two.

Commitments

Students in the four-year program incur no obligation during their first two years in AFROTC unless they are awarded a scholarship. After enrolling in Air Force Leadership and Management, the student agrees to accept a commission if it is offered. Scholarship students incur a commitment at the beginning of their sophomore year. Upon accepting their commission, pilots incur an obligation of 10 years after completion of pilot training; combat systems officers and air battle managers incur a six-year obligation after initial training, and all others agree to serve for four years after receiving the commission.

Scholarships

Scholarships are available for qualified students. Interested high school students should apply online by December 1, prior to the academic year for which the student is applying. Each scholarship covers the cost of tuition, laboratory fees, incidental expenses, $600 a year for textbooks, and as much as $500 a month stipend.

For further details, visit the website, contact the AFROTC Detachment at the telephone numbers listed above, or e-mail afrotc@oregonstate.edu.

Allowances, Uniforms, Textbooks

Students on an Air Force ROTC scholarship or enrolled in the professional officer course are paid a monthly stipend. Uniforms and textbooks for both the general military course and professional officer course are provided by the Air Force. The University of Oregon offers a discount on room and board for scholarship winners.

Field Training

One summer field-training session is required for Air Force ROTC programs; successful completion is required for cadets prior to
membership in the professional officer course. Students are paid varying amounts for each of these training periods.

**Standards**

Cadets must be US citizens of sound physical condition and high moral character and must be commissioned as Air Force officers before reaching age 30.

**Other Educational Opportunities**

After completing AFROTC requirements, advanced degrees may be sought by delaying active-duty commitments. Some commissioned officers continue advanced studies through fully funded Air Force Institute of Technology programs. Special provisions are available for medical and law students.

For more information about Air Force ROTC programs, write to the department mailing address or visit the Oregon State University AFROTC website.

**Army ROTC**

See Military Science.

**University of Oregon in Portland**

503-412-3696  
70 NW Couch St.  
Portland, Oregon 97209  
http://pdx.uoregon.edu

The University of Oregon has offered programs in Portland for more than 100 years. Continuing this tradition, the University of Oregon in Portland—based in the historic White Stag Block—offers students and professionals advanced learning opportunities. By working closely with businesses and city leaders, the university provides students with real-world opportunities that are well suited to a large metropolitan area. In addition, the facility serves as a hub of activity, discussion, and debate, with lectures, exhibits, seminars, and other public events.

**College of Design**

The College of Design at the University of Oregon in Portland partners in multiple ways with the city and the metropolitan area through teaching, research, creative work, and service activities. Portland is an extraordinary urban laboratory for the University of Oregon and the school’s students and faculty members.

The school offers a master of architecture degree program, an advanced undergraduate bachelor of fine arts (BFA) degree in digital arts, a BFA in product design, and undergraduate bachelor of architecture terminal studio courses at the Portland facilities. Continuing-education workshops, exhibits, screenings, and public lectures round out the offerings available to the public and area professionals.

**Department of Architecture**

The Department of Architecture at the University of Oregon is internationally recognized for educating architects who understand and practice sustainable design. The Department of Architecture in Portland focuses on the influence of urban design and planning. The program builds on more than 25 years of teaching in Portland, using the city as a living laboratory for urban architecture. The curriculum emphasizes an architectural design process that develops connections to the urban landscape and strengthens relationships among individual buildings, public spaces, and the fabric of urban districts and neighborhoods. Students have close contact with city officials and leaders of Portland’s design community in a city internationally recognized for sustainable urban design, public transit, and regional planning. The program offers advanced course work that can be applied toward doctoral, master’s, or bachelor’s degrees for students who have completed foundation studies. All UO undergraduate and graduate architecture students are eligible to study in Portland. The department offers professional degrees accredited by the National Architectural Accrediting Board (NAAB). The department offers postprofessional research degrees for those who have completed a NAAB-accredited degree or international equivalent.

**Digital Arts**

The Department of Art’s Digital Arts Program encourages students to combine new media and visual art theory with strong technical sophistication, a rich sense of visual design, and an ability to articulate artistic research. The program offers a five-year BFA degree for students in residence at the University of Oregon in Portland focusing on creative practice, thesis project development, and exhibition installation. The application process is competitive and includes a portfolio review. Current UO students apply to the fifth-year BFA program in their senior year as they are completing requirements for the BA or BS degree. In addition, students who have completed a comparable four-year degree in art at another institution may be admitted to the BFA program. Such candidates must satisfy the university’s 45-credit residence requirement.

**Product Design**

Product designers create the tools, transportation, computers, clothes, sofas, and sports equipment to fit the changing needs of our lives. The Product Design Program provides a thorough grounding in the use, invention, and production of consumer goods. Students with an interest in becoming rigorous, critical, mission-driven designers are ideal candidates for the product design BA and BS programs in Eugene and the five-year BFA degree program in Portland.

**Energy Studies**

The research projects of the Energy Studies in Buildings Laboratory are directed at understanding how buildings and related transportation and land-use systems determine energy or resource use. The lab’s goals are to develop new materials, components, assemblies, and whole buildings, and to assist designers, builders, developers, and communities in improving building and systems performance. Design tools have been developed by the lab to enable professionals to design more efficient communities and buildings. The staff includes architects, engineers, and computer scientists with experience on a broad range of projects. As a UO research center, the lab also can draw on other university faculty members in architecture, business, economics, landscape architecture, physics, planning, public policy and management, and other research groups as necessary to address the unique requirements of each project. The facilities include a computer simulation laboratory, two artificial skies, a heliodon, and a boundary-layer wind tunnel.

**School of Journalism and Communication**

The School of Journalism and Communication’s George S. Turnbull Portland Center provides academic and professional programs in the state’s media center. The center offers master’s degrees in strategic communication and multimedia journalism as well as professional development workshops.

The Turnbull Center is actively engaged in the Portland community by
• offering Eugene-based University of Oregon students a senior experience that includes internships at Portland businesses and nonprofits combined with late-day classes
• bringing journalists of note to the table for public discussions of the important issues of the day
• hosting academic and civic conferences on enduring and emerging topics of communication
• partnering with community and media groups for public events

School of Law
The School of Law, which opened in Portland in 1884, maintains offices in the White Stag Block to facilitate its outreach to the Portland legal and business community. The Wayne Morse Suite serves as a LEED Platinum (Leadership in Energy and Environmental Design sustainability rating) educational space and formal presentation forum for visiting lectures. Small selections of courses are offered in the fall and spring semesters and in summer session to complement Portland-area externship offerings. The School of Law hosts Portland-area law conferences and open houses, oversees student externships and job placements, and features an annual conference focused on the Green Business Initiative, one of the first law school programs in the country dedicated to the intersection of law, business, and the environment.

Charles H. Lundquist College of Business
The Oregon Executive Master of Business Administration Program is the Portland hub of the University of Oregon’s Lundquist College of Business. In the program, accomplished executives hone their skills and reinvigorate their careers through interaction with peers, faculty members, and the University of Oregon’s business network. The curriculum builds on business fundamentals with a focus on global strategy, organizational leadership, innovation, and teamwork. Results are accomplished through critical thinking, tailored course work, intensive instruction, and cohort collaboration—all within a setting designed to emphasize ethics, transparency, and leadership.

Career Services Office
The Career Services Office of the Lundquist College of Business has an employer-relations presence in Portland to facilitate communication with and outreach to employers in the Portland area and beyond.

Academic Extension
Academic Extension provides a variety of educational opportunities including academic programs, professional development workshops, lifelong learning activities, and other special programs. Working closely with academic partners from across the UO campus, Academic Extension offers credit and noncredit opportunities to meet the various needs of community members. For more information, see the Academic Extension section of this catalog.

Library and Learning Commons
The Library and Learning Commons provides learning spaces, professional research and consulting services, and technology access to support the UO’s academic, research, and community outreach programs in Portland. The collection includes a growing print book and journal collection as well as rich online collections of articles, data, and other media, with access to the collections of our consortial partner universities and colleges. The Library and Learning Commons also provides powerful hardware and software tools for student learning, as well as instructional technology support for learning spaces throughout the White Stag Block, with special emphasis on audiovisual displays, videoconferencing, and large-format printing and scanning services.

Career Center Portland
Career Center Portland serves UO students and alumni as they initiate job searches, form professional relationships, and prepare themselves for the Portland marketplace. In addition, the center offers opportunities for employed UO alumni and career professionals to provide advice, share their knowledge, and identify employees.

Student Affairs Portland
Student Affairs Portland supports current UO students in Portland and provides referral services to a health and counseling center, assistance in crisis situations, and additional resources to facilitate a positive educational experience.

Labor Education and Research Center
The Labor Education and Research Center serves as a link between the labor community and the university’s wealth of resources, providing educational programs and research in the field of labor relations. The center’s Portland-area activities consist of extension-education courses, conferences, and programs for working people, union staff members, and elected leaders. These events are intended to foster creative and critical thinking and to help participants develop skills and knowledge for labor leadership. In addition, Portland faculty members conduct applied research and provide technical assistance to workers and their organizations.

Child and Family Center
The Child and Family Center is an Oregon University System research institute. The Portland office houses research scientists, interventionists, and staff members, as does the center’s office in Eugene.

Research Projects
Currently, three active research projects are based in the Portland office. Project Alliance One is a follow-up study of 999 young adults and their families who participated in family-centered services in Portland school district middle schools from 1996 through 2000. It is currently conducting two projects, one which explores genetic predispositions to health behaviors and one that looks at young adult relationships. Project Alliance Two is another follow-up study of 593 young adults and their families who participated in family-centered services in Portland school district middle schools from 2006 through 2010. It was designed to address expectations and concerns regarding the transition from middle school to high school and to make the program more relevant to culturally diverse families. The third research project, Ecological Approach to Family Intervention and Treatment (ECOFIT)—also known as Positive Family Support—is a program that promotes parents’ use of positive reinforcement to improve student attendance, behavior, and completion of academic tasks.

Duck Athletic Fund and Oregon Club of Portland
The Duck Athletic Fund and Oregon Club of Portland both contribute to Portland’s University of Oregon spirit. The White Stag Block’s athletics office houses Portland’s Duck Athletic Fund, Oregon IMG Sports Marketing staff members, and the Oregon Club of Portland. Together, they coordinate fundraising, promotions, sponsorships, and special
events in the Portland area dedicated to raising funds to support the UO
Department of Intercollegiate Athletics.

The White Box
Part of the UO College of Design, the White Box is a 1,500-square-foot
visual laboratory that promotes the exploration of contemporary creative
works and critical inquiry. This noncommercial exhibition space allows
artists and curators, students and faculty, and regional, national, and
international communities to research, explore, and present global issues
in art, architecture, and design. It is located on the first floor of the White
Stag Block and is open Tuesdays through Saturdays during scheduled
exhibitions.

The Duck Store
The Duck Store in the White Stag Block carries textbooks, course
materials, and architectural and other art and school supplies for
Portland-area University of Oregon classes. This location also carries
the largest selection of UO Ducks sportswear and gifts in Portland, and
serves coffee and other beverages at the coffee bar. Proceeds from the
Duck Store help support the University of Oregon.

Oregon Bach Festival
Founded by acclaimed German conductor Helmuth Rilling and continuing
under the leadership of Matthew Halls, the Oregon Bach Festival is
the University of Oregon's Grammy-winning summer music festival,
with choral and orchestral masterworks, guest artists, chamber music,
education programs, and the Bachfest PDX series in Portland. Based in
Eugene, the festival also maintains an office in the White Stag Block.

Student Services
R. Kevin Marbury, Interim Vice President for Student Life
Administrative units at the University of Oregon provide a network of
student services that support success in the classroom and challenge
students to develop as individuals through an array of cocurricular
experiences.

Emergencies
Many support services, including the Office of the Dean of Students
(541-346-3216), the University Health Center (541-346-2770), and
the University Counseling and Testing Center (541-346-3227) provide
emergency aid to students during regular office hours—8:00 a.m. to 5:00
p.m., Monday through Friday.

The University Counseling and Testing Center offers a crisis line staffed
at all hours by mental health professionals, and the University Health
Center offers a health nurse advice line when the center is closed
(541-346-2770, then press 1). In addition, a 24-hour, round-the-clock
crisis line is available for those seeking support after experiencing sexual
violence (541-346-7233).

In case of any other emergency, dial 9-1-1 or call the UO Police
Department (541-346-2919).

Affirmative Action and Equal
Opportunity
Director and Deputy Title IX Coordinator
541-346-3123

The University of Oregon affirms and actively promotes the right of all
individuals to equal opportunity in education and employment. It is the
policy of the university to maintain an environment free of harassment
and discrimination against any person because of age, race, color,
anxiety, national or ethnic origin, religion, gender, disability, service
in the uniformed services (as defined in state and federal law), the use
of leave protected by state or federal law, veteran status, sex, sexual
orientation, gender identity, perceived gender, marital or family status,
pregnancy-related conditions, or genetic information. Staff members of
the Office of Affirmative Action and Equal Opportunity are available to
answer any questions about university policy regarding harassment and
discrimination and to assist members of the university community who
believe they may have been treated in a manner inconsistent with this
university policy.

ASUO

Associated Students of the University of Oregon
541-346-3724
Erb Memorial Union, Suite 4
uoregon.orgsync.com/org/associatedstudentsofuo (http://
uoregon.orgsync.com/org/associatedstudentsofuo)

The Associated Students of the University of Oregon (ASUO) is the
recognized representative organization of students at the university.
Its network of committees, activities, and programs serves student
needs and interests. The ASUO gives students the opportunity to plan
direct their own programs, to become involved in many aspects of
university life, and to influence the decisions that affect the quality of
education and student life at the university. Students who pay incidental
fees are members of the ASUO.

Organization
The ASUO comprises three branches of student government—the ASUO
Executive, the Constitution Court, and the Student Senate. Funding
committees include the Programs Finance Committee (PFC), the Athletic
and Contracts Finance Committee (ACFC), the Department Finance
Committee (DFC), and the Erb Memorial Union Board (EMU Board).

Members of the senate and certain members of the PFC, ACFC, DFC,
and EMU Board are elected. The remaining members of these bodies
and the Constitution Court justices are appointed. Together these bodies
provide governance, leadership, and representation for students.

ASUO Executive
The ASUO Executive comprises an elected president and vice president
and hired staff members. The executive works on a variety of campaigns,
projects, and events throughout the year.

The ASUO Executive office offers many opportunities for students
participate in programs, student government, and other aspects
of university life. As the recognized voice of UO students, the ASUO
administers more than 160 programs funded by incidental fees and more
than twenty programs without such funding. A list of these programs can be found on the ASUO website.

Students also may get involved in student government by applying to the ASUO’s internship program. They intern with the ASUO Executive or the Student Senate and receive academic credit. For more information, e-mail the chief of staff: asuocos@uoregon.edu.

Students also may apply for any of the 80 positions on 26 faculty-student committees. Those who are interested in sitting on one of these committees should request a list from the university liaison: asuouniv@uoregon.edu.

**Student Senate**

The 20 members of the ASUO Student Senate represent the constituent interests of students and act on matters related to the allocation and appropriation of incidental fees. The incidental fee is a self-imposed fee by which students finance activities and programs. Reflecting its two functions, 10 members of the Student Senate are elected by majority to represent academic departments, and 10 are elected to serve on finance committees.

The ASUO Programs Finance Committee, the ASUO Athletic and Contracts Finance Committee, the Department Finance Committee, and the Erb Memorial Union Board individually develop budget recommendations for submission to the Student Senate every year during winter term. The Student Senate then votes to approve or deny these budget recommendations and forwards the final fee recommendation to the ASUO Executive. Once the budget has been approved, it is sent to the president of the University of Oregon. The final incidental fee budget is approved by the University of Oregon Board of Trustees.

The Student Senate also hears special requests throughout the year on the use of surplus or overrealized funds. Six student senators serve as active members of the University Senate, the faculty body that sets general university policies.

**ASUO Programs Finance Committee**

This seven-member student committee acts on matters related to the appropriation and allocation of incidental fees to ASUO programs, contracts, and some university departments. These groups submit their budget requests and, after public hearings on these proposals, the committee presents its recommendations to the Student Senate.

**ASUO Athletic and Contracts Finance Committee**

This five-member student committee allocates funds to and negotiates contracts for student services, such as public transit access, athletics tickets, and student legal assistance. It also handles membership agreements in associations such as the Oregon Student Association and the United States Student Association. It presents its recommendations to the Student Senate.

**Department Finance Committee**

This five-member student committee acts on matters related to the appropriation and allocation of incidental fees to some university departments. It presents its recommendations to the Student Senate.

**EMU Board**

This fifteen-member committee consists of students, faculty members, and EMU staff personnel. It is responsible for allocating budgets to EMU programs and services and presenting its budget recommendation to the Student Senate. The board also allocates space in the EMU and advises staff members on its management and administration.

**Constitution Court**

The Constitution Court is a five-member body appointed by the ASUO president. It serves as the court of appeals for the ASUO and has the authority to rule on questions arising from the ASUO Constitution or rules promulgated under it. This power of review covers almost any action by ASUO government bodies, programs, and individual students that fall under the ASUO Constitution.

**Career Center**

Daniel Pascoe Aguilar, Director

541-346-3235
220 Hendricks Hall
career.uoregon.edu

The Career Center is a unit of the Division of Student Life that exists to support the career and professional development of UO students and alumni. Our mission is to help you develop long-term career goals and strategies, facilitate self-exploration and discovery, connect with potential employers, and empower and challenge you to fulfill your potential.

**Career Planning**

Career planning services help students clarify career goals. Individual counseling and career assessment services are available to help students select majors to advance their goals. The career resource area houses a collection of career and employment resources. Information is provided about local, regional, and national internship programs.

**Employment Services**

Each year thousands of jobs—part-time, full-time, work-study, summer, international, and internship opportunities—are listed in Duck Connect (https://career.uoregon.edu/duckconnect), the university’s online database of job, internships, and other career resources. In addition, job search agents match opportunities with student interests. The on-campus recruiting program brings more than 200 employers to campus each year, and three major career fairs and more than 20 career-related events are held annually.

Workshops and group sessions on self-assessment, résumé writing, interview skills, and job- and internship-search strategies are available throughout the academic year. Panels of industry experts demystify the world of careers and employment and offer job-search advice. Career counselors are available on a daily basis to assist individuals in this process.
Currently enrolled students are encouraged to use the Career Center’s services throughout their education.

For more information, see the Academic and Career Planning section of this catalog.

Counseling and Testing

Shelly Kerr, Director
541-346-3227
541-346-2842 fax
University Health, Counseling, and Testing Center Building, Second Floor 1590 E. 13th Ave.
counseling.uoregon.edu
testing.uoregon.edu

The University Counseling and Testing Center is a unit of the Division of Student Services and Enrollment Management that provides mental health programs and services to currently enrolled UO students; consultation and education and prevention programs for faculty and staff members, parents and families of students; training and supervision to graduate-level therapists; and testing services. A professional support and crisis line is available when the center is closed.

Counseling Center
541-346-3227

The Counseling Center provides initial assessment, brief individual therapy, support and therapy groups, crisis intervention, referral to community resources, and education and prevention workshops to UO students. Issues commonly addressed include depression, anxiety, suicidal thoughts, relationship concerns, psychosis, mania, identity development, body image concerns, eating disorders, grief and loss, and sexual assault. Psychologists and counselors provide consultation on issues relevant to the mental health of students and education and prevention programs to members of the university community. The Collegiate Recovery Center provides support for students in recovery from drug and alcohol addiction. More information, including hours of operation, is available on the website (http://recovery.uoregon.edu).

Testing Office
David Espinoza, Director
541-346-3230

The testing office schedules, coordinates, and administers required placement examinations, Credit by Examination programs, and proctored academic tests as well as national computer-based testing programs such as Graduate Record Examinations (GRE), Graduate Management Admissions Tests (GMAT), Test of English as a Foreign Language (TOEFL), Miller Analogies Test (MAT), and Praxis, California Basic Educational Skills Test (CBEST), and Oregon Educator Licensure Assessment (ORELA) teacher-certification tests. In addition to its computer-based testing program, the Testing Office organizes the on-campus administration of the paper-and-pencil GRE Subject Tests, Law School Admission Test (LSAT), and the Multistate Professional Responsibility Examination (MPRE). Students and community members taking online, distance-education courses are also able to have their examinations proctored at the Testing Office. The office also coordinates with the Accessible Education Center and provides proctoring for extended-time academic examinations.

Registration materials and information are available on the website (http://testing.uoregon.edu), or by e-mailing a request to testing@uoregon.edu.

The Testing Office is located in 270 University Health, Counseling, and Testing Center Building. Tests are administered by appointment. Hours of operation are listed on the website (http://testing.uoregon.edu).

Dean of Students

Associate Vice President and Dean of Students
541-346-3216
164 Oregon Hall
uodos@uoregon.edu
dos.uoregon.edu

The Office of the Dean of Students is a unit within the Division of Student Life that helps students derive full benefit from their university experience by providing education and support programs and services. The office staff works to ensure that all students are supported and accepted and that the obstacles to student success are minimized.

Bias Response Team

The purpose of the Bias Response Team is to ensure a just campus. It obtains information and responds to incidents of bias on campus and in the community. Filing a report of bias with the response team adds information that helps improve the climate on campus and in the community. The report form is available on the Office of the Dean of Students (http://uodos.uoregon.edu) website.

Conflict Resolution Services

Services include mediation, facilitation, interpersonal communication coaching, and other related services. The program’s workshops present basic conflict resolution skills. Conflict Resolution Services coordinates the Neutral Observer Program, which provides trained observers at campus events. The presence of observers provides for unbiased witnesses in the event that conflict escalates. Services are confidential and free for students.

Multicultural Education, Student Engagement and Support

This unit provides support to the programs that enhance the educational, cultural, and social development of students with a special emphasis on the unique needs of students of color and historically underrepresented and marginalized student groups. It acknowledges, celebrates, and promotes the diverse cultural experiences of each member of the university community, strives to build collaborative relationships, and advocates for social justice.

Fraternity and Sorority Life

Fraternities and sororities are organizations that focus on scholarship and learning, leadership, brother- and sisterhood, community service, philanthropy, and community awareness among members. Since the founding of the first fraternity in 1776, hundreds of Greek-lettered organizations have been established across college campuses in North America. A longtime part of the student experience at the University of Oregon, the fraternity and sorority community has existed since 1900, when the first fraternity was established on campus. The mission of Fraternity and Sorority Life is to enhance the quality of student life at the University of Oregon by aiding members of the Greek community through advising with a developmental approach, educating with a purpose, collaborating with stakeholders, promoting academic success,
encouraging civic responsibility, advocating for healthy lifestyles, and advancing values-based leadership and decision-making.

More than 3,300 students are currently involved in more than 30 Greek-lettered organizations.

**Honors and Awards**

See the Honors at Oregon section of this catalog for information about honorary societies, outstanding-student awards, scholarships and prizes, and the Dean’s List.

**Lesbian, Gay, Bisexual, and Transgender Education and Support Services**

Understanding and acceptance are essential to creating a welcoming environment for lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally students and members of the faculty and staff. This program develops and provides educational services related to homophobia and heterosexism; assists student organizations and academic units in bringing speakers to campus for educational programs; serves as a referral source for and provides consultation to members of the lesbian, gay, bisexual, and transgender community; offers support services for lesbian, gay, bisexual, and transgender people and their heterosexual allies; and acts as a liaison between the university administration and the lesbian, gay, bisexual, and transgender community.

**Nontraditional and Veterans Engagement and Success**

Nontraditional students—students over the age of 24, students who are reentering the university after a break, student parents, and veterans—are offered support and assistance specific to their needs. The office works closely and advises the Nontraditional Student Union, ensuring that nontraditional student needs are heard and addressed.

**Sexual Violence Prevention and Education**

The Sexual Violence Prevention and Education team utilizes a variety of initiatives to educate, train, and build awareness around complex issues of sexual and dating violence at the University of Oregon. Specific programs include the Alliance for Sexual Assault Prevention, Get Explicit, and the interactive facilitation group Sexual Wellness Advocacy Team (SWAT).

**Sexual Violence Response and Support Services**

This program provides a comprehensive 24-hour response to students who have experienced sexual harassment, sexual assault, domestic or dating violence, and stalking. For more information or to receive help, call 541-346-SAFE or visit safe.uoregon.edu.

**Student Conduct and Community Standards**

The Office of Student Conduct and Community Standards protects the rights, health, safety, and well-being of every member of the university community while promoting the educational objectives of the university. The program handles complaints related to academics made against students by other students and by faculty or staff members.

A faculty-student committee has primary responsibility for formulating and evaluating student conduct policies and procedures and making recommendations to the UO Board of Trustees for changes to the Student Conduct Code.

**Substance Abuse Prevention and Student Success**

The Substance Abuse Prevention and Student Success program addresses high-risk drinking and substance abuse on the UO campus and its impact on students’ academic and personal success. With evidence-based, comprehensive, and coordinated efforts, staff members of the program collaborate with campus and community partners to provide alternative programming and services to students.

**The Duck Store**

**Arlyn Schaufler, General Manager**

541-346-4331

895 E. 13th Ave.

uoduckstore.com (http://uoduckstore.com)

The Duck Store (formerly the University of Oregon Bookstore), located just west of the campus, is open daily. Monday through Thursday, 7:45 a.m. to 7:00 p.m.; Friday, 7:45 a.m. to 6:00 p.m.; Saturday, 10:00 to 6:00 p.m.; and Sunday, 10:00 a.m. to 6:00 p.m. Special hours apply during term breaks and holidays. Check the website for exceptions.

The Duck Store comprises five departments: books, technology, art and school supplies, sportswear (UO-related apparel and memorabilia), and the Duck Store Café.

**History**

The Duck Store was established in 1920 as a cooperative and is now run as a nonprofit organization owned by UO students and members of the faculty and classified staff. Policy is decided by a board of directors composed of eight students, two faculty members, and one classified staff member. The directors are selected in annual elections by the membership.

**General Services**

The Duck Store offers no-charge check cashing for amounts up to $20, ATM machines, postage stamp sales and a mail drop, UPS package service, and fax service. The store also provides the university community with graduation regalia and announcements.

The bookstore offers course book rentals and e-books as well as traditional textbooks. University of Oregon students and members of the faculty and staff receive a discount off the publisher’s list price of new textbooks and at least 32 percent off used books. Students may resell their books at any time. For the best prices and buy-back dates, visit uoduckstore.com/student (http://uoduckstore.com/student). Dates are posted on the Duck Store website. Thousands of book award and school supply scholarships have been awarded since 2003. For more information on the awards program, visit the website.

**Author Events**

The Duck Store hosts literary events within the store and in the campus community. These events are often free and open to the public. Times, dates, locations, authors, and event summaries may be found at uoduckstore.com/events (http://uoduckstore.com/events).
Art and School Supplies
The art and school supplies department in the store basement is Oregon's largest art store south of Portland. As well as housing a wide variety of art and architecture materials, it offers everything you need in school and office supplies. Local artists frequent the Duck Store for its extensive selection of art supplies and the personal service from its knowledgeable staff.

Technology
The technology department provides computers, software, and technology solutions for the UO community. Low educational prices on hardware and software are available for UO students, faculty, and staff. The computer department also provides a Kodak instant-print kiosk and fax services.

Duck Store Café
The Duck Store Café gourmet coffee and espresso counter features specialty coffee drinks, food, and snacks. Tips go to local charities.

Sportswear, Gifts, and Cards
The sportswear department carries the latest officially licensed UO sportswear, gifts, and Oregon memorabilia. Profits return to campus and support the discount on course materials, and help other campus units provide benefits for UO students and alumni. Visit the Duck Store main floor for a selection of distinctive gifts, greeting cards, and magazines, or visit the main website.

Knight Law Center
The Duck Store serves the John E. Jaqua Law Library with the Court Café, selling coffee, beverages, and food. Students can pick up law course packets and books and send faxes. Court Café hours may be found on the Duck Store website.

The Duck Store at the Rec
The Duck Store at the Student Recreation Center features a Duck Store Café, selling coffee, food, smoothies and other beverages. Students using the Rec Center may purchase yoga mats, swimsuits, water bottles, protein bars, and other items needed in a gym environment. Hours may be found on the Duck Store website.

Other Locations
Duck Store locations may be found at Autzen Stadium and Valley River Center. During home football games, the Club Store is also open inside Autzen Stadium, and two retail locations are open during events at Matthew Knight Arena.

For the convenience of students, alumni, and friends of the university outside the Eugene area, the Duck Store sells university sportswear and insignia merchandise at the University of Oregon facility at the White Stag Block in Portland, the Washington Square Mall in Tigard, the Clackamas Town Center in the Portland Metro area, and the Bend River Mall in Bend. For directions to any of these locations, visit uoduckstore.com/about/findastore (http://uoduckstore.com/about/findastore).

Internet Store
The Duck Store online is a great resource for reserving course books, ordering merchandise and gifts, finding information about current events, and much more.

Erb Memorial Union
Laurie Woodward, Director
541-346-6064
1228 E. 13th Ave.
emu.uoregon.edu

The Erb Memorial Union (EMU) is the community center for the University of Oregon. A unit within the Division of Student Life, the EMU provides programs, facilities, food, and other services for students and the entire campus community.

Through the various student organizations that have offices in the EMU, students are provided with a safe place to explore new ideas and take risks, an environment that fosters real-word experience and a process that allows students to learn at their own pace—all within the framework of staff support and guidance. Other services provided include affordable child care, healthy food options, and automatic teller machines.

In addition to the programs and services listed below, the EMU houses a variety of food service options, student lounges, the Campus Copy Center, the card office, the ticket office, the Mills International Center, art galleries, and a variety of meeting spaces for student groups to use.

Board
The Erb Memorial Union Board is responsible for making general policy decisions and long-range plans for the Erb Memorial Union. The board approves allocation of the EMU’s multimillion dollar budget, assigns space for student organizations, and advises the EMU staff in the union’s management and administration. The sixteen-member board comprises twelve students, three faculty representatives, and one EMU staff representative.

Associated Students of the University of Oregon (ASUO)
The ASUO is the student governing body at the University of Oregon. With more than 200 student organizations, the ASUO offers students many opportunities to direct their own programs, become involved in every aspect of student life, and influence the decisions that affect the quality of education at the UO. Many of these programs have offices in the building, including the Women’s Center, Multicultural Center, Men’s Center, Designated Driver Shuttle, Student Veterans Center, and the Nontraditional Student Union. For more information, see the Associated Students of the University of Oregon section of this catalog.

Club Sports
Club Sports is an athletic program at the University of Oregon, supporting many Olympic and non-NCAA affiliated sport clubs. Many clubs are associated with regional and national sport governing bodies such as Pac-8 Hockey, USA Ultimate, and Northwest Collegiate Cycling Conference. A program of the Erb Memorial Union (EMU), Club Sports has been a premier sports and leadership development program for over 30 years. For more information, call 541-346-8025, or visit the website at clubsports.uoregon.edu.
Craft Center
The Craft Center offers workshops in ceramics, woodworking, glassblowing, jewelry, fibers, painting, photography, silkscreen, glass torch working, and many areas of the visual arts in a collaborative environment designed to enhance the student experience in a creative atmosphere free from grades and assignments.

Well-equipped studios are available for use with the purchase of a term pass or day-use fee. Materials and supplies are sold for each studio area. The center's professional staff members, instructors, and student staff members are excellent resources for students' artistic projects. For more information, call 541-346-4361, or visit the website at craftcenter.uoregon.edu.

Center for Student Involvement
The Center for Student Involvement is the hub for student organizations and groups on campus. The staff supports and puts on large events such as Ducks after Dark, Flock Party, and Homecoming, but also works to present cultural events in music, film, performing arts, contemporary topics, and the visual arts that reflect the diverse interests of students and encourage a social and educational exchange for both the campus community. The office serves as a resource center for student groups to meet and plan events.

KWVA 88.1 FM
KWVA is the student radio station, broadcasting at 88.1 FM and on the Internet. KWVA broadcasts 24 hours a day, 365 days a year. Programs are produced at KWVA in the Erb Memorial Union, and include diverse music, news, and sports. Students and non-students are welcome to participate as DJs and as news, sports, production, and marketing volunteers. No experience is necessary. For more information, call 541-346-4091 or visit the website, kwvaradio.org (http://kwvaradio.org).

Moss Street Children’s Center
Moss Street Children’s Center provides developmentally appropriate child care for infants, toddlers, preschoolers, and school children in kindergarten through the fifth grade. Priority for child-care services is given to enrolled students; however, members of the UO faculty and staff, as well as community families, may also enroll if space is available. Many students work in the program as employees or volunteers and receive practicum credit through various academic departments. The center is located on the edge of campus at 1685 Moss St. For more information, call 541-346-4384 or visit the website, moss.uoregon.edu.

Outdoor Program
The Outdoor Program offers low-cost, cooperative activities such as hiking, rafting, kayaking, backpacking, rock climbing, skiing, and snowboarding. The program also offers low-cost equipment rental, a wilderness resource center, instructional clinics, and bike loans, and hosts numerous events on campus. The Outdoor Program "Barn," home to the equipment rental and bicycle-loan program and a bike maintenance shop, is located five blocks from the EMU, at the corner of University Street and East 18th Avenue. For more information, call 541-346-4365 or visit the website at outdoorprogram.uoregon.edu.

Student Sustainability Coalition
The Student Sustainability Coalition (SSC) is the hub for student-led sustainability initiatives that foster and support the transition to sustainability through collaboration, education, and activism. The SSC hosts frequent coalition meetings with students from various student groups working on sustainability across campus and coordinates Earth Week each spring. Sustainability grants are available annually through the Student Sustainability Fund to support student sustainability projects. For more information, call 541-346-8321 or visit the website at coalition.uoregon.edu.

UO Scheduling and Event Services
This office facilitates the planning and support for all nonacademic use of UO buildings, rooms, and out-of-door spaces on campus, spending a significant amount of time coaching and helping student groups navigate the campus policies and offering advice on best practices for running their events. For more information, call 541-346-6000 or visit the website at scheduling.uoregon.edu.

UO Card Office
This office provides students, faculty and staff members, and guests with official university identification cards to be used for a number of services across campus. Your photo ID card may be used as a debit card for purchases on campus with a UO Campus Cash account.

UO Ticket Office
This office provides a full range of ticketing and box office services for university student groups and departments, including the University Theatre, UO School of Music and Dance, and Oregon Bach Festival. As a sales outlet for Ticketmaster, TicketsWest, Hult Center, WOW Hall, and Matthew Knight Arena, the Ticket Office sells admission for a broad range of events in Eugene, Portland, and throughout the Pacific Northwest. For more information, call 541-346-4363 or visit the website at tickets.uoregon.edu.

Health Services
LeAnn Gutierrez, Executive Director
541-346-2770
University Health, Counseling, and Testing Center Building
East 13th Avenue and Agate Street
healthcenter.uoregon.edu

The University Health Center is a unit in the Division of Student Services and Enrollment Management. The center provides comprehensive primary health care services for currently enrolled UO students who have paid student fees. These services are provided by a highly qualified staff that includes board-certified physicians and nurse practitioners, a dentist, registered nurses, laboratory and x-ray technicians, athletic trainers, physical therapists, pharmacists, dental hygienists, health educators, massage therapists, an acupuncturist, and a support staff.

Health Care Services
• Diagnosis and treatment of acute illnesses and injuries
• Preventive health services
• Ongoing primary care of chronic medical conditions
• Preventive and diagnostic dental services and dental education
• Specialized care in psychiatry, women's health, sports medicine, and minor surgical procedures
• Asthma and allergy treatment
• Medical laboratory and x-ray services
• Specialty mental health services by psychiatrists, as well as primary care clinicians
• Physical therapy and rehabilitative services, sports medicine and
  therapy clinics for treatment of injuries
• Massage and acupuncture services
• Licensed full-service pharmacy, including over-the-counter items
• Nutrition education
• Health promotion services
• Travel clinic
• Health insurance program
• Tobacco cessation counseling and free nicotine replacement
  products
• Referral to other medical and dental health care providers

Hours of Operation
The University Health Center is open from 9:00 a.m. to 5:00 p.m.,
Monday through Friday; and from 9:00 a.m. to 1:00 p.m., Saturday,
fall through spring terms. Summer session hours are 9:00 a.m.
to 4:30 p.m., Monday through Friday; closed weekends. Some
clinics may have extended hours; please refer to the website (http://
healthcenter.uoregon.edu) for more information.

Appointments
Students are encouraged to make appointments for outpatient care by
calling 541-346-2770 during weekday hours.

A nurse advice line is available when the health center is closed in the
evening, on weekends, and between terms; call 541-346-2770.

Local emergency rooms and after-hours clinics are available for
emergency and immediate care when the health center is closed (see
below under Charges).

Charges
The University Health Center charges a nominal fee for clinician visits.
Additional fees apply for laboratory tests, x-rays, procedures, medications
and prescriptions, immunizations and injections, dental procedures, and
other special services and supplies. Every effort is made to keep these
charges low.

Students who are referred for medical services not available at the
University Health Center or who use medical services outside the center
are fully responsible for all expenses.

Student Health Insurance
The university does not require proof of health insurance for domestic
students. However, all students are encouraged to have adequate health
insurance for optimal protection in case of health emergencies and to
ensure compliance with the Affordable Care Act. International students
are required to purchase health insurance as a condition of enrollment.

The health center is part of some insurance company networks and
will bill other plans as a courtesy. Please check the website (http://
healthcenter.uoregon.edu) for more information.

Immunization Requirements
Starting fall term 2017, the University of Oregon is expanding its
immunization requirements for incoming students. Immunizations offer
safe and effective protection from vaccine-preventable disease and
safeguard the health of students and the community.

The following vaccinations are required:

• Measles, mumps, and rubella (MMR) series completion
• Meningococcal (MCV4) vaccination for all students younger than 22
  (dose received on or after turning 16)
• Varicella (chickenpox) series completion
• Tetanus-diphtheria-pertussis (Tdap) series completion

Incoming students must also complete an online screening questionnaire
for tuberculosis (TB). Results of this evaluation, in addition to
documentation of required vaccinations (or evidence of immunity to these
diseases) must be submitted to the University Health Center.

While not required at this time, immunizations are also strongly
recommended for meningococcal B strain, hepatitis A and B, and human
papillomavirus (HPV), in addition to receiving an annual flu shot.

Other General Information
The health care services provided at the University Health Center are
confidential. Medical records, patient bills, and other patient information
are released only with the specific written authorization of the patient,
unless required by law.

The University Health Center is a member in good standing with the
American College Health Association and is fully accredited by the
Accreditation Association for Ambulatory Health Care.

For more information, visit the health center website (http://
healthcenter.uoregon.edu/Home.aspx).

Holden Center for Leadership and
Community Engagement
Rian Satterwhite, Director
541-346-1146
Erb Memorial Union, Suite 47
https://holden.uoregon.edu/leadership

The Holden Center helps prepare students to be positive contributors
on campus, within the community, and globally. The center provides
opportunities for students to develop as leaders and citizens, regardless
of their previous experience or exposure to leadership roles. Members
of the center’s multidisciplinary staff work directly with students to
increase their leadership efficacy and capacity, explore their strengths
and passions, teach them new skills and effective practices, help involve
them in productive collaborations, and increase their chances of success
as agents of change.

Many entry points and opportunities exist for students to get involved
at the center, including advising, mentorship, teaching, and experiential
programming, with space for students to grow and excel as leaders, get
involved with the community, find solutions to problems, and improve
the future. These efforts include workshops on identifying individual talents
and group effectiveness; volunteer opportunities to help students cultivate
their involvement in the local community; service-based trips regionally
and internationally; and an intensive leadership development institute.

Intercollegiate Athletics
Rob Mullens, Director
541-346-4481
Len Casanova Athletic Center
2727 Leo Harris Parkway
Head Coaches
Dana Altman, men’s basketball
Kat Mertz, women’s soccer
George Horton, baseball
Mark Helfrich, football
Robert Johnson, men’s and women’s cross-country, track and field
Jen Beck, women’s lacrosse
Casey Martin, men’s golf
Jim Moore, volleyball
Felecia Mulkey, acrobatics and tumbling
Ria Scott, women’s golf
TBD, women’s tennis
Nils Schyllander, men’s tennis
Kelly Graves, women’s basketball
Mike White, softball

Intercollegiate athletics at the university is an integral part of the institution. Opportunities to participate in athletics are offered to students of both sexes.


Success in sports has made Eugene and the university an attractive site for national championships. The university has been the host for collegiate national championships in men’s and women’s track and field, women’s basketball, gymnastics, wrestling, and golf.

Eugene was the site of the 1972, 1976, 1980, and 2008 Olympic Team Trials in track and field, and will host the Olympic trials again at Hayward Field in 2012. In addition, the University of Oregon has hosted nine NCAA meets and seven U.S. national championships.

Men’s and women’s teams in various sports have won conference and regional championships. Many university athletes have won individual national titles and participated in the Olympic Games, World Championships, and other major competitions.

Emphasis on academics and athletics has resulted in the university accumulating ninety-three Academic All-Americans, five NCAA Top-Eight awards, and a number of NCAA postgraduate scholarship recipients.

The university fields eight sports for men and twelve for women. Men’s sports are baseball, basketball, cross-country, football, golf, tennis, and indoor and outdoor track and field. Women’s sports include acrobatics and tumbling, basketball, cross-country, golf, lacrosse, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Sand volleyball is the latest addition to the women’s side; intercollegiate competition began during 2013–14. Women’s intercollegiate athletics, organized in 1973, joined the Department of Intercollegiate Athletics in 1977.

The University of Oregon belongs to the NCAA; both men and women compete at the Division I level. The longtime organizer of men’s athletics, the NCAA, began sponsoring women’s championships in the 1981–82 season.

The university also belongs to the Pacific-12 Conference (Pac-12). Other members of the Pac-12 are Arizona, Arizona State, UCLA, USC, California, Colorado, Stanford, Oregon State, Utah, Washington, and Washington State.

The UO football program—participants in twenty-seven bowl games since the 1916 season—has been selected for twenty-one postseason appearances in the last twenty-five years, including Bowl Championship Series victories in the 2002 and 2013 Fiesta Bowls and the 2012 Rose Bowl.

Pac-12 schools have captured more NCAA titles than any other conference in the nation.

Duck Athletic Fund
The Duck Athletic Fund, the fundraising arm of the Department of Intercollegiate Athletics, has as its primary mission the funding of athletic scholarships. Home offices are in the Len Casanova Athletic Center on the UO campus; call 541-346-5433. There are branch offices in Eugene and at the University of Oregon in Portland. The University of Oregon in Portland is at 70 NW Couch St.; call 503-725-3825.

International Student and Scholar Services
Abe Schafermeyer, Director
541-346-3206
333 Oregon Hall

International Student and Scholar Services provides a wide array of advising services and programs to more than 3,200 international students regarding visa and immigration matters, academic support and success, and social and cultural adjustment.

Primary programs include prearrival resources, a comprehensive on-campus orientation attended by more than 1,200 students each year; academic writing support and tutoring services offered in collaboration with the University Teaching and Learning Center; ExplOregon, a social and cultural adjustment program that organizes more than 50 local and statewide events and field trips each year; and a peer mentor program that brings together newly arrived international students and returning students.

International Student and Scholar Services is a long-time partner of the Friendship Foundation for International Students, a local community organization that coordinates short-term home stays, cultural conversations, and friendship programs. The unit also administers $1.4 million worth of scholarship programs for international students, among them the award-winning International Cultural Service Program, Global

International Student and Scholar Services
Abe Schafermeyer, Director
541-346-3206
333 Oregon Hall
Cornell International Graduate Student Recruitment and Retention awards, international work-study assistance, and other resources.

In addition, International Student and Scholar Services offers services to 250 visiting international researchers, faculty and staff members, including advising on a wide range of immigration, employment, and adjustment matters.

**Mills International Center**

Sonja Rasmussen, Coordinator  
541-346-0887

The Mills International Center, located in the Erb Memorial Union, is known on campus as “a meeting place for the world.” Nearly 35,000 students and members of the faculty and community visit the center annually to study, attend international events, relax, or use the media resources—travel and adventure books and DVDs, international magazines, newspapers, cookbooks, CDs, and films. Groups from all over campus reserve the center for their activities, and nearly 400 events were held at the center last year.

**Orientation**

Cora Bennett, Director, Student Orientation Programs  
541-346-1167  
541-346-2822 fax  
119 Ford Alumni Center  
5263 University of Oregon  
Eugene, Oregon 97403-5263  
orientation@uoregon.edu (uointro@uoregon.edu)  
orientation.uoregon.edu

Student Orientation Programs introduces new and prospective students and their families to the university’s intellectual climate, improving the quality of the new-student experience by providing assistance with academic, social, and personal adjustment to the university.

**Ambassador Program**

Through the Ambassador Program, undergraduate student leaders participate in various recruiting, public relations, and leadership activities for prospective new students and visitors to the university. Ambassadors assist with weekly campus tours six days a week at various times throughout the year; please visit the website for current list of tour offerings. In addition, ambassadors staff a telephone-calling project and participate in campus open houses, college fairs, and high school visitsations. Ambassadors are trained to interact with potential UO students, answer general questions about the university, and help ease anxieties about college life at the University of Oregon.

**IntroDUCKtion**

This is a one- or two-day orientation program for new students and their families, which takes place for each academic term. University faculty and staff members and trained undergraduate student leaders coordinate programs that offer information about the University of Oregon’s academic programs and support services. New students meet with an academic advisor and register for courses for their first term. During the program, participants may live in the residence halls, become familiar with campus, and acquire college survival skills before Week of Welcome activities in September. In addition to the student program, a separate but concurrent parent and family program is offered during each two-day program.

**Week of Welcome**

This five-day orientation and transition program is held in September before the start of fall term. Faculty members and returning students help ease incoming first-year and transfer students’ transition to the University of Oregon by presenting dozens of academic, social, and cultural activities. During the orientation, new students meet other students, start their college careers smoothly, and discover the campus and community resources vital to their academic success.

**Parent and Family Programs**

Ericka Swanson, Director  
1715 Franklin Eugene OR 97401  
http://uodos.uoregon.edu/ParentandFamilyPrograms.aspx

Parent and Family Programs is a unit in the Division of Student Life, operating with the conviction that informed parents and family members are a valuable resource for their students as well as the larger university community. The program office offers support and resources—communication, event coordination, and other opportunities for participation—to parents and families of UO students, including assistance in navigating the university and addressing parental concerns in one-on-one sessions.

Parent and Family Programs encourages parents and family members to attend fall and spring family weekends and Week of Welcome activities, and to stay involved through the Parent and Family Association, Parent Professional Network, or Parent Leadership Council.

For more information and important dates, visit the website (http://uodos.uoregon.edu/Parent-and-Family-Programs/q/families).

**Parking and Transportation**

Gwen Bolden, Director  
541-346-5444

The Department of Parking and Transportation provides parking options and promotes transportation alternatives for faculty and staff members as well as students and visitors at the University of Oregon. The department’s mission is to provide equitable and high-quality service within the scope of available resources. Its goal is to develop and improve transportation demand management by

- Improving accessibility and mobility throughout a changing and complex university environment  
- Enhancing interaction with the community  
- Utilizing sustainable principles in meeting transportation demands  
- Implementing and maintaining information and financial systems

**Physical Education and Recreation**

R. Kevin Marbury, Director  
541-346-4113  
21G Student Recreation Center  
uorec.uoregon.edu
The Department of Physical Education and Recreation—one of eight units in the Division of Student Life—educates and inspires the campus community to live active, balanced lives.

Intramural Sports
The intramural sports program provides opportunities for members of the university community to participate in a variety of sports and recreational activities. Superior skills or sports experience is not a prerequisite for participation; there is a place for everyone, from the novice to the advanced competitor. Some of the most popular activities are flag football, basketball, soccer, volleyball, softball, and ultimate Frisbee. For more information, call 541-346-4183 or visit the website.

Recreational Fitness
The Rec Fitness Program provides high-quality, inexpensive opportunities to exercise without the academic structure associated with physical education course offerings. Rec Fitness offers “Group X” training (cycling, body sculpting, Zumba, boot camp, hatha yoga, and kickboxing), personal training, and small group training.

Group X training utilizes motivational music and participatory coaching techniques to provide students of all fitness levels with challenging cardiovascular, strength, and flexibility workouts.

Nationally certified personal trainers perform fitness assessments and create individualized training programs for students. Each session includes a risk assessment and goal-setting consultation, personalized workout program, and training session to refine the participant’s technique and form.

Small group training offers workout sessions that focus on a specialized format, individual progression, and skill development. Groups range from four to 12 people and are based on various fitness goals. Participants may maximize their workout in a short time frame with the help of a personal trainer.

For more information, call 541-346-4113 or visit the website.

Open Recreation
The Student Recreation Center is available for open recreation in specific spaces when no classes or programs are scheduled. Faculty and staff members, alumni, and community members may purchase a facility user pass, valid for a single term or a full year. Passes are sold at the service desk in the Student Recreation Center. For more information, call 541-346-4183. For information on family recreation, call 541-346-1057 or visit the website.

Recreational Facilities
The Student Recreation Center provides state-of-the-art equipment and spaces for all sport and fitness needs of the UO campus community. The recreation complex is located primarily on 42 acres at the southeast corner of the campus.

The newly expanded and renovated Student Recreation Center has a climbing wall, bouldering wall, a suspended running track, a 12-lane lap pool, warm water leisure pool, hot tub, eight basketball and volleyball courts, fitness and weight rooms, locker rooms, six racquetball courts, a squash court, multipurpose rooms, and mat rooms.

Equipment and towels are available with presentation of the user’s UO identification card. Gerlinger Hall contains two multipurpose rooms. Gerlinger Annex has two gymnasiums primarily used for physical education and intramural sports. The Student Tennis Center is located behind McArthur Court and features six courts. In addition, six outdoor courts are located near the corner of East 18th Avenue and Onyx Street. Four lighted artificial turf fields are located east and south of the Student Recreation Center. For more information about facilities and court reservations, call 541-346-4183.

Police Department
Chief of Police
541-346-2919
541-346-0947 fax
2141 E. 15th Ave.
police.uoregon.edu

The University of Oregon Police Department (UOPD) is responsible for the general safety of the campus community twenty-four hours a day, seven days a week. Its police officers are the primary law enforcement providers on campus, trained in accordance with standards established by the Oregon Department of Public Safety Standards and Training.

The department works closely with all campus departments as well as community law enforcement and emergency, health, and safety agencies to plan for and maintain a safe environment, and to quickly and effectively resolve safety and security issues. Residents and visitors should report campus crimes or safety concerns immediately to the UOPD at 541-346-2919, or call 9-1-1 in an emergency.

The UOPD receives its police powers under the Oregon Revised Statutes (Section 352.383). The department employs state-certified police officers as well as security officers and civilian personnel—including student security assistants—in various roles. University police officers have the same authority and training as other police officers in the state.

In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University of Oregon prepares an annual report that describes campus safety and security programs and services.

A copy of the university’s annual security and fire safety report is available on the department website. This report includes statistics for the previous three years about reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University of Oregon; and on public property within or immediately adjacent to and accessible from campus. The report also includes institutional policies about campus security, such as alcohol and drug use, crime prevention, the reporting of crimes, and sexual assault.

UOPD facilitates and manages building access control, provides first response for medical or other emergencies, crime prevention, emergency dispatch, security assessment, and special event safety planning. UOPD personnel patrol the campus and respond to needs 24 hours a day, by vehicle or bike and on foot.

UOPD is part of the Safety and Risk Services unit within the Office of the Vice President for Finance and Administration. The department joins Emergency Management and Fire Prevention and Risk Management and Environmental Health and Safety in a shared mission to safeguard the campus and reduce vulnerabilities so that students and members of the faculty can safely learn, teach, and conduct research.
Special Services

High School Equivalency Program

Armando I. Bravo, Recruiter
541-346-0881
1685 E. 17th Ave.
hep@uoregon.edu
education.uoregon.edu/HEP

Federally funded and sponsored by the University of Oregon, the High School Equivalency Program is a multicultural, bilingual, alternative education program for migrant and seasonal farm workers. The program offers services to students with a wide range of academic and language skills and provides instruction in social, academic, and critical-thinking skills necessary to pass the general educational development (GED) test and to be placed in college, job training, or employment. The program office is open weekdays from 8:00 a.m. to 5:00 p.m.

McNair Scholars Program

Gail Unruh, Director
541-346-3226
68 Prince Lucien Campbell Hall
mcnaireduro.org

The McNair Scholars Program, supported by a federal Trio Grant, prepares qualified juniors and seniors for graduate study leading to PhD degrees. Students engage in funded research, produce competitive Graduate School applications, and locate funding sources for advanced study.

Pathway Oregon

Grant Schoonover, Director
541-346-3226
68 Prince Lucien Campbell Hall
pathwayoregon.uoregon.edu

Pathway Oregon is a UO program that provides comprehensive support to eligible students. Advisors assist students in making choices that help them achieve their academic, personal, and career goals. This program is offered to eligible students at the time of their admission to the University of Oregon.

Speech-Language-Hearing Center

Margit Mayr-McGaughey, Director
541-346-6772
HEDCO Education Building
education.uoregon.edu/clinic

The Speech-Language-Hearing Center is part of the Communication Disorders and Sciences program at the College of Education. Graduate student clinicians, under the supervision of licensed clinical faculty members, provide high-quality services to individuals with speech, language, cognitive, and hearing disorders. Services include diagnostic evaluations and individual and group therapy to people of all ages and cultural backgrounds. The center provides community outreach and serves as a local, state, and national resource for innovative clinical service and research.

Student Support Services

Tara Parrillo, Director
541-346-3226
68 Prince Lucien Campbell Hall
trioss.uoregon.edu

Student Support Services, a college retention program funded by a federal Trio Grant, provides qualifying students comprehensive support, including academic and personal counseling, study skills workshops, and assistance securing financial aid and scholarships.

Undergraduate Support Program

541-346-3226
68 Prince Lucien Campbell Hall
tlc.uoregon.edu/usp

The Undergraduate Support Program offers academic support to students who have the potential, motivation, and commitment to earn University of Oregon degrees, despite having faced obstacles that affected previous academic performance. Students are notified of eligibility at the time of their admission.

Veterans Affairs

Susan M. Eveland, University Registrar
541-346-3119
220 Oregon Hall
registrar.uoregon.edu/veterans

The Office of Veterans Affairs, a unit within the Office of the Registrar, helps eligible student veterans, reservists, and military dependents obtain educational benefits in compliance with the procedures and regulations of the United States Department of Veterans Affairs. The office provides basic information about educational benefits administered by both the United States and Oregon veterans affairs offices.

Eligible student veterans should contact the veterans coordinator by telephone, e-mail, or mail as soon as they are admitted to the university. The mailing address is Office of the Registrar, 5257 University of Oregon, Eugene, Oregon 97403-5257. The veterans coordinator is available 8:00 a.m. to 5:00 p.m., Monday through Friday.

Veterans Access, Choice, and Accountability Act of 2014

Section 702 of the Veterans Access, Choice, and Accountability Act of 2014 was codified in 38 U.S.C. 3679(c). In 2016, Congress passed Public Law 114-315, which modifies 38 U.S.C. 3679(c). This policy includes the provisions of 38 U.S.C. 3679(c), as amended:

The following individuals shall be charged the in-state rate, or otherwise considered a resident, for tuition and fees purposes:

• A veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill—Active Duty Program) or Chapter 33 (Post-9/11 GI Bill), of Title 38, United States Code, who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence) and enrolls at the University of Oregon within three years of discharge or release from a period of active duty service of 90 days or more.

• Anyone using transferred post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence) and enrolls at the University of Oregon within three years of the transferor’s discharge or release from a period of active duty service of 90 days or more.
• Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the University of Oregon. The person so described must have enrolled at the University of Oregon prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either Chapter 30 or Chapter 33 of Title 38, United States Code.

• Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).

• Anyone using transferred post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

Signed by the University of Oregon, March 21, 2017.

**Yamada Language Center**

Jeffrey Magoto, Director

541-346-4011
541-346-3917 fax
121 Pacific Hall
ylc@uoregon.edu
babel.uoregon.edu

The Yamada Language Center is a language and technology center that serves the university community with teaching and learning tools for more than thirty foreign languages. The center is an active partner with the university’s language departments, and is home to two programs that focus on less commonly taught languages: the World Languages Academy and the Self-Study Language Program.

The center provides support services to training programs for teachers of second languages and English as a second language. As a research unit, the center brings together faculty members in second-language instruction, education, and related fields to work on individual and collaborative projects in second-language acquisition, teaching methodology, and the development of audio, video, and software instructional media. The center hosts workshops and seminars on topics related to second-language acquisition and instruction.

The center has an extensive collection of audio-video media and computer software, much of it located on the Virtual Language Lab, an online language-learning tool. The center’s lounge is open for group work and presentation practice, and also has reading material in a variety of languages.

**Student Alumni Association**

541-346-2107
1720 E. 13th Ave., Suite 119
uosaa@uoregon.edu

The Student Alumni Association is an organization of students led by students that maintains University of Oregon traditions, inspires commitment in students, and serves the greater community. As the student arm of the UO Alumni Association, the organization seeks to

• increase the career opportunities of students by providing opportunities for them to network with alumni

• provide leadership opportunities for students in the organizing of campus and community events

• provide professional development opportunities for students through internships

• generate excitement surrounding university activities and traditions, creating a legacy of student involvement

**Student Housing**

Michael Griffel, Director
541-346-4277
Walton Hall
1220 University of Oregon
Eugene, Oregon 97403-1220

housing@uoregon.edu
housing.uoregon.edu

The Office of University Housing is dedicated to providing student housing that promotes academic success through academic residential communities and student-centered services. As a unit of the Division of Student Services and Enrollment Management, the staff is committed to supporting the mission of the University of Oregon.

Students can choose housing options in a residence hall community, which include room and board, and apartment communities. A small number of university houses in residential neighborhoods adjacent to campus are also available. The office also offers dining services with healthy options that incorporate locally sourced, organic ingredients whenever possible for residents and the campus community.

**Residence Halls and Academic Residential Communities**

The university maintains 10 residence hall communities (http://housing.uoregon.edu/residence-halls), which house approximately 4,375 students during the academic year. All residence halls have study areas, TV lounges, and laundry facilities, and a few have community kitchens. Available room types include single-, double-, or triple-occupancy, as well as a limited number of suites and rooms with bathrooms or sinks. All rooms contain a bed, desk, chair, and a closet, and a wardrobe or dresser for each resident. Ethernet and/or Wi-Fi access are included in room-and-board charges. In addition to the amenities, a dedicated staff of professionals and student leaders live in the halls to help ease the college experience in the halls and ensure residents are aware of resources.

University housing partners with campus departments and academic schools and colleges to offer a variety of academic connections and academic residential communities (http://housing.uoregon.edu/academics) (ARCs) for residents. Such programs include Art and Design, Building Business Leaders, Business Residential Community, Carnegie Global Oregon, Environmental Leaders, Global Engagement, LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual) Scholars, Living in German, Media and Social Action, Multicultural Scholars, Musical Scholars, Native American and Indigenous Studies, Robert D. Clark Honors College, Service-Learning Cohort, Social Activism, and Umoja Pan-African Scholars.
Specialized communities are another way residents can tailor their communities. Programs include Gender Equity Hall, Quiet Hall, Sophomore Experience, and Wellness Hall. For more information, visit the housing website.

**Dining on Campus**
The residence halls have five flexible meal plans (http://housing.uoregon.edu/meal-plans). Meal plans operate on a point system loaded weekly on a student's campus ID. Each meal plan also comes with campus cash to use in other locations on campus. With the exception of the Carson limited plan, students may use their meal plan points in any of the nine housing dining venues, which offer a range of choices from all-you-care-to-eat venues to individually prepared entrées and deli or market items to go. Venues include two traditional dining centers, a burrito and taco station, coffee houses, a bistro, a stir-fry grill, pasta bar, and two deli-style locations, "gastro grub," and markets with everything from sushi to sandwiches, soups, entrées, fresh fruit, and beverages.

**Applying for Housing**
Only students admitted to the university may apply for on-campus housing. After receiving notice of admission from the Office of Admissions, students should visit the website (http://housing.uoregon.edu/apply) and fill out an online application form. After completing and submitting the online application, students must then read and sign the online housing contract and make an online payment of their nonrefundable application fee and a prepayment to immediately secure a housing space.

Living on campus is a requirement (http://housing.uoregon.edu/live-on) for all first-year students. Residence hall and room preferences are granted on a first-come, first-served basis. Information and instructions on applying for residence hall housing (http://housing.uoregon.edu/residence-hall-application) may be found on the housing website.

**Residence Hall Contract and Rates**
Residence hall contracts cover the full academic year. For residence halls, the academic year begins a few days before classes start in fall term (September 21, 2017) through the end of spring term (June 15, 2018), excluding winter break. During the winter break and summer session, residents may stay in the halls for an additional fee.

Residents must sign a contract that explains the 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 state laws and the University of Oregon student conduct code. Failure to comply with the terms and conditions of occupancy can lead to eviction.

Room and board charges are billed to students’ university accounts. Rates vary based on room type and meal plan. For information about billing and rates (http://housing.uoregon.edu/costs), please visit the housing website.

**Family Housing and University Apartments**
The Office of University Housing maintains apartment communities and a limited number of houses for approximately 500 students and their families. Accommodation in Family Housing and University Apartments (http://housing.uoregon.edu/apartments) is open to full-time students. One building offers single-dwelling units for graduate students; other one-, two-, and three-bedroom apartments may be occupied by graduate or undergraduate students who are 20 or older or are either married, in a domestic partnership, or have minor children.

Apartments and houses are unfurnished, although each unit is equipped with a stove and a refrigerator. On-site laundry facilities are available in apartment communities, and laundry hook-ups are available in most houses. Some buildings include Ethernet service with the rent. In addition, some apartment communities have playgrounds, recreation rooms, community gardens, childcare programs on site, and recycling facilities.

Residents of Family Housing and University Apartments may pay with cash or debit or credit cards for meals at any of university housing’s dining venues or purchase the Ducks Dine On (http://housing.uoregon.edu/ducks-dine-on) plan.

**Rates**
Rental rates vary by community or house, based on size and amenities. Occupancy limits are based on the number of bedrooms and the number of people in the household. There are a limited number of units that can accommodate three UO students; otherwise, no more than two adults may reside in a single unit.

To be eligible for a housing assignment, students must be enrolled and maintain full-time status at the university. Applications for Family Housing and University Apartments must be accompanied by a nonrefundable application fee. In addition, a security deposit and a prepayment toward the first month’s rent are required at the time the offer is accepted.

**Work-Life Resources**
Karen Logvin, Director
541-346-2962
541-346-2548 fax
677 E. 12th Ave., Suite 400
hr.uoregon.edu/worklife

University Work-Life Resources, a program in Human Resources, assists students and employees in effectively balancing their personal, family, and community life with work and educational responsibilities. The office coordinates information about campus and community child-care options, resources for families and elder care, and university policies related to children and families. Staff members are available to consult with students, faculty members, and UO employees about child care and other family issues.

**ASUO Student Child-Care Subsidy**
Funded by student incidental fees, the program pays a percentage of child-care expenses for low-income students. UO-affiliated and licensed community child-care expenses are covered. More information and applications are available from the ASUO Executive office, Erb Memorial Union, Suite 4; call 541-346-0632.

**Lactation Support Rooms**
541-346-2962
231B William W. Knight Law Center
30 Prince Lucien Campbell Hall
64 University Health, Counseling, and Testing Center Building
161 McKenzie Hall
311 Robert and Beverly Lewis Integrative Science Building
Five family and lactation support rooms each provide a private, intimate space for student, faculty, and staff mothers to nurse or express milk. UO parents may register to use the room for a term or for a year by contacting the director of Work-Life Resources.

**UO Affiliated Child-Care Programs**

**Co-op Family Center**

541-346-7400

This independent, nonprofit cooperative accepts children who are between the ages of eight weeks and eleven years. The center primarily serves families who live in Spencer View Family Housing but accommodates other UO student families, some UO faculty and staff member families, and community parents when space is available. Parents may reduce their costs through several cooperative options and may share in the center’s management through membership on the center’s board of directors.

**Moss Street Children’s Center**

541-346-4384

This program accepts children who are between the ages of three months and eleven years. It is described more fully under Erb Memorial Union in this section of the catalog.

**Vivian Olum Child Development Center**

541-346-6586

The center provides a comprehensive program of early-childhood education for children between the ages of eight weeks and eleven years. Administered by Human Resources’ Work-Life Resources, the center primarily serves faculty and staff families. Student families are guaranteed priority access before community families.

**Academic Calendar**

**Fall Term 2017**

Initial registration: May 22–June 1

Week of Welcome: September 18–24

**Classes begin:** September 25

Last day to drop courses without recorded "W": October 2

Last day to register or add courses: October 4

**Thanksgiving vacation:** November 23–24

Fall term final examinations: December 4–8

Winter vacation: December 9, 2017–January 7, 2018

**Winter Term 2018**

Initial registration: November 13–22

**Classes begin:** January 8

Last day to drop courses without recorded "W": January 15

Last day to register or add courses: January 17

**Martin Luther King Jr. Day holiday:** January 15

Winter term final examinations: March 19–23

Spring vacation: March 24–April 1

**Spring Term 2018**

Initial registration: February 26–March 7

**Classes begin:** April 2

Last day to drop courses without recorded "W": April 9

Last day to register or add courses: April 11

**Memorial Day holiday:** May 28

Spring term final examinations: June 11–15

Commencement Day: June 18

**Summer Session 2018**

Initial registration: May 7–11

**Classes begin:** June 25

**Independence Day holiday:** July 4

Eight-week session ends: August 17

**Labor Day holiday:** September 3

Twelve-week session ends: September 14

**Fall Term 2018**

Initial registration: May 21–31

Week of Welcome: September 17–23

**Classes begin:** September 24

Last day to drop courses without recorded "W": October 1

Last day to register or add courses: October 3

**Thanksgiving vacation:** November 22–23

Fall term final examinations: December 3–7

Winter vacation: December 8, 2018–January 6, 2019
Index

A
About the University of Oregon ............................................................. 3
Academic Advising ................................................................. 912
Academic and Career Planning ................................................... 36
Academic Calendar ................................................................. 946
Academic Extension ............................................................... 920
Academic Resources .............................................................. 923
Accessible Education Center .................................................... 914
Accounting ........................................................................... 533
Admissions ............................................................................. 10
Affirmative Action and Equal Opportunity .................................. 933
African Studies ........................................................................ 55
American English Institute ....................................................... 58
Anthropology ........................................................................... 61
Architecture .............................................................................. 584
Art .......................................................................................... 598
Arts and Administration .......................................................... 621
Asian Studies .......................................................................... 73
ASUO ..................................................................................... 933

B
Bachelor's Degree Requirements .................................................... 22
Bachelor's Degree Requirements ............................................... 907
Biology ..................................................................................... 78
Career Center .......................................................................... 934
Certificates ............................................................................... 41
Charles H. Lundquist College of Business .................................. 526
Chemistry and Biochemistry ..................................................... 99
Cinema Studies ....................................................................... 121
Classics ................................................................................... 125
College of Arts and Sciences ...................................................... 54
College of Design .................................................................... 582
College of Education ................................................................ 679
Communication Ethics ............................................................. 735
Comparative Literature ............................................................. 138
Computer and Information Science ........................................... 147
Counseling and Testing ............................................................. 935
Counseling Psychology and Human Services ............................. 684
Creative Writing ..................................................................... 163

D
Dance .............................................................................................. 808
Dean of Students ....................................................................... 935

E
Earth Sciences ............................................................................ 165
East Asian Languages and Literatures ........................................ 184
Economics ................................................................................ 208
Education Studies .................................................................... 705
Educational Methodology, Policy, and Leadership ....................... 700
English ...................................................................................... 221
Environmental Studies ............................................................. 234
Erb Memorial Union ................................................................ 937
Ethnic Studies .......................................................................... 247
European Studies ..................................................................... 254

F
Finance ....................................................................................... 542
First-Year Programs .................................................................. 915
Folklore ..................................................................................... 255
From Admission to Graduation .................................................. 10

G
General Science ........................................................................ 263
General Social Science ............................................................. 268
General-Education Courses ....................................................... 42
Geography ............................................................................... 270
German and Scandinavian ....................................................... 285
German Studies ....................................................................... 295
Graduate Majors and Specializations ........................................... 40
Graduate School ....................................................................... 890

H
Health Services .......................................................................... 938
Historic Preservation ............................................................... 626
History ....................................................................................... 296
History of Art and Architecture ................................................ 630
Holden Center .......................................................................... 939
Honors and Awards ................................................................... 915
Human Physiology ................................................................... 311
Humanities ................................................................................. 309

I
Information Services ................................................................... 923
Intercollegiate Athletics ............................................................ 939
Interior Architecture .................................................................. 636
International Student and Scholar Services ................................. 940
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Studies</td>
<td>321</td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>736</td>
</tr>
<tr>
<td>Journalism: Advertising</td>
<td>749</td>
</tr>
<tr>
<td>Journalism: Media Studies</td>
<td>759</td>
</tr>
<tr>
<td>Journalism: Public Relations</td>
<td>768</td>
</tr>
<tr>
<td>Judaic Studies</td>
<td>342</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>Labor Education and Research Center</td>
<td>924</td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>645</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>346</td>
</tr>
<tr>
<td>Libraries</td>
<td>925</td>
</tr>
<tr>
<td>Linguistics</td>
<td>349</td>
</tr>
<tr>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Majors</td>
<td>38</td>
</tr>
<tr>
<td>Management</td>
<td>554</td>
</tr>
<tr>
<td>Marketing</td>
<td>564</td>
</tr>
<tr>
<td>Mathematics</td>
<td>360</td>
</tr>
<tr>
<td>Mathematics and Computer Science</td>
<td>382</td>
</tr>
<tr>
<td>Media Studies</td>
<td>777</td>
</tr>
<tr>
<td>Medieval Studies</td>
<td>397</td>
</tr>
<tr>
<td>Middle East–North Africa Studies</td>
<td>400</td>
</tr>
<tr>
<td>Military Science</td>
<td>921</td>
</tr>
<tr>
<td>Mills International Center</td>
<td>941</td>
</tr>
<tr>
<td>Minor in Media Studies</td>
<td>792</td>
</tr>
<tr>
<td>Minors</td>
<td>39</td>
</tr>
<tr>
<td>Multicultural Academic Excellence</td>
<td>928</td>
</tr>
<tr>
<td>Museum Studies</td>
<td>656</td>
</tr>
<tr>
<td>Museums</td>
<td>929</td>
</tr>
<tr>
<td>Music</td>
<td>819</td>
</tr>
<tr>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Native American Studies</td>
<td>402</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>403</td>
</tr>
<tr>
<td>New Media and Culture</td>
<td>656</td>
</tr>
<tr>
<td>O</td>
<td></td>
</tr>
<tr>
<td>Operations and Business Analytics</td>
<td>573</td>
</tr>
<tr>
<td>Orientation</td>
<td>941</td>
</tr>
<tr>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Pacific Island Studies</td>
<td>404</td>
</tr>
<tr>
<td>Parent and Family Programs</td>
<td>941</td>
</tr>
<tr>
<td>Parking and Transportation</td>
<td>941</td>
</tr>
<tr>
<td>Peace Studies</td>
<td>405</td>
</tr>
<tr>
<td>Philosophy</td>
<td>406</td>
</tr>
<tr>
<td>Physical Education and Recreation</td>
<td>941</td>
</tr>
<tr>
<td>Physics</td>
<td>414</td>
</tr>
<tr>
<td>Planning, Public Policy and Management</td>
<td>656</td>
</tr>
<tr>
<td>Police Department</td>
<td>942</td>
</tr>
<tr>
<td>Political Science</td>
<td>436</td>
</tr>
<tr>
<td>Product Design</td>
<td>672</td>
</tr>
<tr>
<td>Psychology</td>
<td>446</td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Reader's Guide to the Catalog</td>
<td>4</td>
</tr>
<tr>
<td>Registration and Academic Policies</td>
<td>17</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>458</td>
</tr>
<tr>
<td>Research Centers and Institutes</td>
<td>904</td>
</tr>
<tr>
<td>Research Core Facilities</td>
<td>906</td>
</tr>
<tr>
<td>Robert Donald Clark Honors College</td>
<td>517</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>466</td>
</tr>
<tr>
<td>ROTC</td>
<td>930</td>
</tr>
<tr>
<td>Russian, East European, and Eurasian Studies</td>
<td>486</td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Scandinavian Studies</td>
<td>493</td>
</tr>
<tr>
<td>School of Journalism and Communication</td>
<td>732</td>
</tr>
<tr>
<td>School of Law</td>
<td>793</td>
</tr>
<tr>
<td>School of Music and Dance</td>
<td>808</td>
</tr>
<tr>
<td>Sociology</td>
<td>493</td>
</tr>
<tr>
<td>Southeast Asian Studies</td>
<td>502</td>
</tr>
<tr>
<td>Special Education and Clinical Sciences</td>
<td>716</td>
</tr>
<tr>
<td>Special Services</td>
<td>943</td>
</tr>
<tr>
<td>Statistics</td>
<td>503</td>
</tr>
<tr>
<td>Strategic Communication</td>
<td>785</td>
</tr>
<tr>
<td>Student Alumni Association</td>
<td>944</td>
</tr>
<tr>
<td>Student Financial Aid and Scholarships</td>
<td>28</td>
</tr>
<tr>
<td>Student Housing</td>
<td>944</td>
</tr>
<tr>
<td>Student Services</td>
<td>933</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>923</td>
</tr>
<tr>
<td>Supplementary Academic Programming</td>
<td>920</td>
</tr>
<tr>
<td>T</td>
<td></td>
</tr>
<tr>
<td>The Duck Store</td>
<td>936</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>503</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>25</td>
</tr>
<tr>
<td>U</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>911</td>
</tr>
<tr>
<td>University of Oregon in Portland</td>
<td>931</td>
</tr>
</tbody>
</table>
University Teaching and Learning Center ............................................ 919

W

Women's, Gender, and Sexuality Studies ............................................ 510

Work-Life Resources ............................................................................ 945